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ABSTRACT

The participants in this conference have been developing teacher education programs which will be jointly registered by the State of New York. These programs would allow minority students to enter a teacher education program at a two-year institution, transfer to a four-year teacher preparation institution without loss of academic credit, and be eligible for initial state teacher certification upon graduation. The proceedings are divided into five sections: (1) a conference overview, which includes papers on the State Higher Education Executive Officers (SHEEO)/Ford Foundation minority achievement in higher education project, an overview of jointly registered programs, joint registration of associate and baccalaureate degree programs, and helpful considerations on preparing jointly registered programs; (2) jointly registered teacher education programs within the City University of New York, including papers on cooperation among the affiliated community and four-year colleges; (3) jointly registered programs involving public and independent institutions, including descriptions of three joint programs and three proposals for bridging the alleged gap between public and private institutions; (4) jointly registered teacher education programs within the State University of New York (SUNY), including descriptions of three joint efforts, a letter on the status of dual registration programs within SUNY, and a paper addressing some of the problems in moving to jointly registered programs; and (5) observations and conclusions. Appendixes include the conference program, evaluation sheet, summary of participants' evaluations, list of persons attending, and list of New York State Education Department representatives. (AMH)

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Developing Jointly Registered Teacher Education Programs to Improve Minority Baccalaureate Achievement

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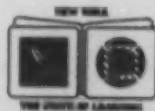
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Developing Jointly Registered Teacher Education
Programs to Increase Minority Baccalaureate Achievement

Conference Proceedings
April 5, 1990

Project Sponsored by the
State Higher Education Executive Officers
and Funded by
The Ford Foundation

The University of the State of New York
The State Education Department
Office of Higher and Continuing Education
November 1990

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Foreword

New York State recognizes the necessity of assisting minorities to complete their baccalaureate education. Moreover, the State is committed to encouraging minority men and women to enter teaching after completion of their undergraduate preparation. However, many minorities complete two-year colleges but fail to transfer to four-year colleges because the four-year institutions will not accept some of the work done at the two-year schools. Therefore the New York State Education Department pursued funding from the Ford Foundation and the State Higher Education Executive Officers (SHEEO) organization to encourage two- and four-year colleges to develop jointly registered teacher education programs that would enable minority students to enter a teacher education program at a two-year institution, transfer to a teacher education program at a four-year institution, and be eligible for initial State teacher certification upon graduation. This proceedings describes the efforts of the two- and four-year colleges that worked together to develop jointly registered teacher education programs.

This proceedings would not have been possible without the cooperation of provosts, vice-presidents, deans, and faculty members of two- and four-year colleges. Mike Van Ryn, Assistant Commissioner for Higher Education Services, was a codirector of the Ford/SHEEO grant and the director of this project, including both this publication and the conference on which it is based. Ann Marie Haase, of the Office of Higher Education Services, coordinated production of the proceedings and management of the grant. The editing was performed by Veronica Skinner, also of the Office of Higher Education Services. Collaboration in the design, development and review of the conference and proceedings was provided by Denis F. Paul, Assistant Commissioner for Higher Education Academic Review and the other codirector of the grant.

Welcoming Remarks

Donald J. Nolan

New York State Education Department

Welcome! I am delighted to see so many of you at today's conference.

For the past several years, the Education Department has been actively involved in a variety of activities to promote access and equity in postsecondary education. Special interest has been given to recruiting and supporting minority men and women to enter and remain in the teaching profession. The recent grant from the State Higher Education Executive Officers (SHEEO) organization, which received funds from the Ford Foundation, has enabled the Department to further encourage higher education institutions to increase the number of minority students to enter teaching and to complete their baccalaureate degrees.

All of you are here because of your interest in developing teacher education programs which would be jointly registered by the State - - programs which will allow minority students to enter a teacher education program at a two-year institution, transfer to a four-year teacher preparation institution (without loss of academic credit), and be eligible for initial State teacher certification upon graduation. Three pairs of institutions are very close to submitting their jointly registered programs for final review to the Department's Division of Academic Program Review, which registers all academic degree-granting programs in New York State.

This conference has a twofold purpose: it is a time when college representatives who have been engaged in this process can share their plans and strategies for implementing jointly registered programs at their institutions, and it is a place where other college representatives who wish to develop these programs at their institutions can ask questions and learn from each other. After this conference is over, all of us will continue to develop jointly registered teacher education programs as another vehicle to ensure minority baccalaureate achievement and the entrance of minority men and women into the teaching profession.

The presentations you hear today should prove both provocative and enlightening. At the end of the conference, I hope that each of you will take from here ideas for new possibilities for your college.

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A Review Of The SHEEO/Ford Foundation Minority Achievement in Higher Education Project

Esther Rodriguez

State Higher Education Executive Officers

A good way to view the SHEEO project on minority student achievement is as a piece of a much larger effort - how the project fits into the so-called "educational pipeline." This "pipeline," it seems to me, is a conceptual device that somehow links the K-12 system with community colleges, four-year institutions, and graduate and professional schools. Unfortunately, the pipeline has not always been available for everyone. If it had been, it would have supported and directed minority students to educational and career goals. And we know that this has not happened. Consider these facts:

- While white America is aging and its population shrinking, the population rate of minorities is growing and they are getting younger. In 1970, minorities represented 13 percent of the 27.5 million 18- to 24-year-olds in the country. By 1985, minorities made up almost 25 percent of that population group. By the year 2000, they will represent over 30 percent of the total cohort and, by 2050, that rate should expand to 44 percent.
 - In many cities, today, minority youth already make up a majority of that population cohort. For example, school districts in Detroit, District of Columbia, Memphis, and Cleveland are predominately Black; the districts of Los Angeles, El Paso and San Antonio are predominately Hispanic; and San Francisco and the statewide district of Hawaii are predominately Asian and Pacific Islander.
 - Black, Hispanic, and American Indian students drop out of school at higher rates than white students. Compared to 82 percent of white students 18- to 24- years-old who completed high school in 1988, only 55 percent of Hispanics, 75 percent of Black students, and approximately 60 percent of American Indians completed.
 - Minority students staying in high school and graduating are not as well prepared as white students to continue their education. Combined SAT verbal and mathematic scores for minorities are far below those of white students. In 1989, whites scored 27 percent higher than Black students and 15 percent higher than American Indian and Hispanic students.
 - Minority students are much more likely than white students to enroll in two-year institutions, and they are less likely than white students to transfer to a baccalaureate-granting institution. Fifty-five percent of Hispanics, 43 percent of Black students, and 57 percent of American Indians are enrolled in two-year colleges. Over 50 percent drop out before graduating; many that stay are predominately enrolled in non-academic or part-time programs.
 - Overall, minorities make up less than 15 percent of total college enrollment. As a percentage of total enrollment in postsecondary institutions, Black students are becoming less and less visible, dropping from 9.4 percent in 1976 to 8.6 percent in 1986. American Indians remain dismally underrepresented at less than 1 percent. And, although Hispanics have shown gains as a percentage of those enrolled from 3.5 percent in 1976 to 5 percent in 1986, these increases are overshadowed by the 46 percent growth of Hispanics by the year 2000.
 - In 1987, minorities received only 12 percent of bachelor's degrees conferred. Further, Black students show a steady decline in undergraduate degrees attained, from 6.4 percent of the total in 1976 to 5.7 percent in 1987. Although Hispanics, who receive 2.7 percent of the degrees, have made slight gains since the 2 percent they received in 1976, they have made no progress since 1985. American Indians, who receive .4 percent, have made no gains during the period between 1976-1987.
- So, if we're going to increase the success rates of minority students in higher education, it seems that the central focus of our efforts should be to develop and maintain the pipeline for these students. This is not an easy task, as many of you already know and some of you

are just now learning. It is not easy because it means that *new roles* have to be developed and *old roles modified* to support students from the moment they enter the system, through each point of transition up to their exit at the bachelor, graduate, or professional degree level.

**IT HAS BECOME QUITE CLEAR THAT IN THIS
EFFORT THE STATUS QUO WILL PREVAIL UNLESS
WE CHANGE THE WAY WE DEAL WITH THIS
PROBLEM.**

As director of the SHEEO project on minority student achievement, I have had the opportunity to visit a number of institutions across the country and talk with institutional administrators, faculty, and staff about how they perceive their roles regarding the success of minority students. Responses have been interesting, because almost everyone agrees that this is an issue of national importance and most of these faculty and staff members said they were sincerely concerned about minority achievement. But this concern has not been translated into much effort.

For example, in one state I visited a number of colleges cited for their success with minorities. Curious about the level of interaction among faculty and minority students, I asked faculty at these institutions how often they worked with minority students. Instead of giving a direct response, most answered that office hours were posted on their doors and were open to all students. I was also curious about the extent to which faculty referred students to the support programs on campuses, so I asked if they could name at least three programs located on their campuses which are designed to improve campus diversity and provide minority student support. Not one faculty member could name three programs; most could not name two. Few faculty members were able to name the resource person on campus who could provide students with academic tutoring, counseling, financial aid information, or other assistance.

**WE HAVE TO CHANGE THE WAY WE ARE
DEALING WITH THIS PROBLEM.**

I am not just picking on faculty. Part of the problem, I think, is that few people are willing to admit that there is a problem and to accept responsibility for finding solutions. This is true of the public generally and of each level of the education continuum specifically.

Last week, *ABC World News Tonight* released results from its recent poll on education. Despite the media publicity profiling the failures of the public education system for great numbers of students, Americans do not feel that there is a crisis in how teaching and learning take place in our schools or even that education is one of our country's top problems. According to the poll, Americans

seem to think that the nation's youth - - including minority students - - are getting a fine education.

And, even though teachers have been inundated with data supporting the positive effects of minority teachers on achievement levels of minority and white students, the most recent Metropolitan Life Survey on the American Teacher indicates that only 25 percent of nonminority teachers think that recruiting more minority teachers to teach in the nation's schools is very important.

**WE HAVE TO CHANGE THE WAY WE ARE
DEALING WITH THIS PROBLEM.**

We in the higher education community - - state higher education boards, governing boards and institutions - - cannot wait to take our cues from someone else. We are going to have to create new models for minority success: some academic and student support models that change the way higher education has traditionally conducted its business.

When the State Higher Education Executive Officers committed its membership to increasing minority participation and success rates, it also pledged to accomplish this through bold and innovative approaches. SHEEO asked state boards to rethink their roles within the higher education community. The organization challenged state boards to do the following:

- Build statewide information models that can inform school systems, as well as individual institutions, about such things as the students entering postsecondary education, the institutions they choose, the support systems available to students within institutions, the numbers that complete the program, and the time needed for completion.
- Come up with alternative ways to reward institutions for the success they have had with minority students.
- Develop innovative approaches to increasing student transfer from two-year colleges.
- Encourage institutions of higher education to build meaningful relationships with the K-12 sector and with businesses and local communities.
- Be sensitive to how minorities perceive the college environment and respond to their roles as students within it. When you ask why minorities are not succeeding in the current environment, consider that there is a very short history of African Americans, Hispanics and American Indians being encouraged to participate in higher education. In fact, these students frequently were told they could not succeed in college and, unfortunately, to some extent they are still being told this. Minorities are victims of serious underpreparation for rigorous academic programs.

Add to this the fact that minorities are frequently the brunt of racial slurs, epithets, and other harassment. You can well imagine that a certain level of insecurity, discomfort, and distrust might be felt about campus life by first generation minority college students and possibly by all minority college students.

Not all state boards were interested in the SHEEO challenges but, when we backed them up with Ford Foundation funding, we *did* receive 34 state level proposals. The eight state projects selected by SHEEO pledged to meet these commitments to minority success. Besides the project here in New York, there are seven other state board efforts to change the way states have traditionally dealt with the issue of minority achievement. Very briefly, let me highlight some of the strategies they have developed.

Ohio and **Arizona** recognize that community outreach and collaboration will impact minority student achievement. The Ohio project places the state's Board of Regents in the role of community convener linking together community social services, local school districts, community colleges and universities to develop community plans for improving student achievement. The plans -- which have been developed in the urban communities of Dayton, Cincinnati, Cleveland, Youngstown, Akron, Columbus, and Toledo -- have been based on the identified needs of each of the communities and have used such strategies as:

- early intervention,
- high school to college transition,
- remediation and developmental education,
- special financial aid packaging,
- two-year to four-year transfer agreements, and
- data collection.

The State Board's new role of community catalyst has involved substantial investment and risk. The Board has learned some valuable lessons that it can share with other states and institutions. For example, through a process of trial and error, the agency has come to understand the nature of local politics and community dynamics. It has made sure that high level people from the institutions and the community who understand and can affect policy are active participants. It now recognizes that building consensus sometimes means explaining the issues over and over again to a variety of groups who come into the process from a variety of levels of understanding and commitment.

A similar learning process has taken place in Arizona. There the Board of Regents developed a tripartite cooperative made up of the state Higher Education Board, the state Board of Education, and the state Community College Board. This cooperative has developed a state

plan to improve minority baccalaureate degree attainment. The focus has been placed on developing community outreach services that will connect the community (including minority parents and students) with the institutions. As part of the SHEEO grant, the cooperative recently ran a competitive challenge grant program in which it reviewed 70 proposals submitted by collaborative teams consisting of schools (elementary, middle and high schools), community colleges and four-year institutions. It funded seven projects.

- One places educational coordinators in elementary schools to conduct workshops and tours for parents and students, to acquaint them with the higher education environment and help parents set educational goals for their children.
- Another, placed in the high school, assesses minority students on their selection of careers, helps them select postsecondary schools, supports and guides them with mentors and motivational programs, and introduces them to college-level work in a course on critical thinking skills.
- The funded projects also include summer bridge programs, research experience for community college students on four-year campuses, and strategies that extend minority student aspirations beyond the baccalaureate, to graduate degrees -- in hopes of eventual recruitment and training of minority faculty.

These state boards in Ohio and Arizona once played an unobtrusive role in promoting collaborative efforts, but they are now coaching communities and institutions in their attempts to realize the shared vision of educational success for minority students. Consequently, they are effecting change within both institutions and communities.

The SHEEO grants in **Colorado** and **Montana** have helped the state boards develop mechanisms for student tracking and data collection. Each state board has its own focus, but essentially both share these characteristics:

- They can track students through the education systems. In Montana, American Indian students are traced from elementary school through higher education and into the communities and workplace;
- The systems identify where students are falling out of the pipeline and provide support for bringing them back;
- The boards will evaluate the effectiveness of programs at supporting and retraining students;
- And, eventually, both states will commit resources -- that is, added incentives -- to those institutional efforts that have been most effective at increasing minority bachelor degree attainment.

Here, too, by developing the systems for collecting the data, the state boards became more involved with the institutions and the communities in their states. In Colorado, for example, commission staff and governing board members conducted interviews with administrators, faculty and students to find out what kinds of strategies should be rewarded. In Montana, the project has led local school districts, the state Department of Education, and the state postsecondary system to work directly and much more closely with the tribally controlled schools and community colleges than in the past. It has also required the Montana University System Board of Regents staff to communicate with communities across the state through presentations, videos and other means. This is a significant departure from past practices.

Because determining program effectiveness is essential to minority student achievement, **Tennessee** and **Illinois** focused on program assessment and incentives as ways of stimulating institutions to greater success in enrolling, transferring and graduating minority students.

Tennessee developed and will implement a statewide funding policy that will allocate state funds based on student performance. Institutions that succeed in recruiting, retaining and graduating minority students - - using qualitative strategies that have proven effective for minority achievement - - may receive up to an additional 1 percent in state funds. Tennessee had an especially difficult task because it is under a federal court order to desegregate its public institutions. The Commission spent considerable time working with institutions, governing boards and state legislatures to develop reward guidelines that were equitable and fair to all institutions. It particularly did not want to punish predominately black institutions - - that must enroll and graduate more white students under the desegregation mandates - - for not graduating a greater number of black students than in the past.

The Illinois Board of Higher Education evaluated strategies to improve the student transfer rate from two- to four-year institutions. The products of their effort include:

- Comprehensive revised policies on transfer and articulation. One of the new policies calls upon the state Board of Higher Education, in cooperation with the Illinois Community College Board and baccalaureate institutions, to establish a "statewide system for monitoring the academic progress of community and junior college students who transfer to baccalaureate degree-granting institutions."
- Legislative authorization of \$1 million for fiscal year 1990 to establish a "Minority Articulation Program" grant. The state board received 44 proposals from

institutions this year and will allocate fiscal year 1990 funds within the next few weeks.

- Development and implementation of evaluation instruments for an existing state Minority Education Achievement Grant program. These instruments will help the state board more effectively allocate state funds to programs that show success. In addition, the evaluations will be used to assess campus climate and minority faculty recruitment at public institutions, as well as help identify new model programs and disseminate information statewide.

Massachusetts, like New York, is focused on increasing the supply of minority teachers. The state Board of Regents provided grants to two teams of institutions. In one project three schools - - two community colleges and a four-year institution - - have entered into a formal simultaneous admissions agreement which guarantees eligible minority students admission into a teacher preparation program that was developed collaboratively by the institutions. The program also provides support services, academic counseling, and tutorial assistance to admitted students. Further and very important assistance comes in the form of scholarships that are renewable each year the student remains in the program - - from admission to the community college through graduation from the four-year institution. Although the program is currently directed at increasing the pool of minority teacher candidates, the institutions have reported that a by-product of the effort will be the increased retention of minority students in other disciplines at all three campuses.

We are interested in what these states are doing because we hope to learn from them. Similarly, all of you involved in the New York State Education Department's project to develop jointly registered teacher education programs should keep in mind that *your efforts have importance beyond this state*. As with the other seven state projects, this project will be viewed as a national model in many respects.

First, it will be seen as an innovative approach to facilitating the transfer of minority students from community colleges to baccalaureate degree granting institutions. We at SHEEO greatly appreciate your hard work and commitment over the past year and look forward to learning the outcomes of the processes developed by you for working out these important transfer agreements. Other states will have an interest in your success for that process alone. And they will be watching closely to determine the extent to which you carry out your strategy and the level of success you reach.

Second, it provides a new method for increasing the pool of minority teachers. Because of the decline in the number of minorities going into the teaching profession at a time when urban schools are increasingly enrolling minority students, the accomplishment of this project's goal of creating a mechanism for developing and recruiting minority teachers is especially significant.

With respect to the education pipeline, this project will also have vital consequences in the assistance given minority students to achieve their educational and career goals. It will develop well-trained and concerned faculty who truly believe all students can learn; teachers who will understand minority culture and family; teachers who will involve minorities and include their perspectives in the classroom; teachers who will set high expectations and help students reach them.

Two or three weeks ago, *The New York Times* reported that 8 of every 10 New York City public school students are from minority groups, while 7 of every 10 teachers and principals are white. It reported on the need for attracting to the city's schools able minority teachers and administrators who are concerned about students and have high expectations for their success. I applaud your work on this project because, as a former high school teacher, I know what an impact minority professionals have on the self-esteem of minority students. I also know how minority professionals can positively mold the way white students view people of color.

Thank you for beginning to change the way you are dealing with this problem of minority student achievement. Your efforts, your continued commitment and your leadership will sustain the educational pipeline for minorities. Your success is their success.

Developing Jointly Registered Teacher Education Programs in New York State to Improve Minority Baccalaureate Achievement: An Overview

Mike Van Ryn and Ann Marie Haase

New York State Education Department

New York State has a lasting commitment to providing equal opportunity to all who desire a postsecondary education and who can benefit from it. This commitment is the foundation for the New York State Board of Regents' goal of access and equity:

to provide equal opportunity for postsecondary education for all New Yorkers without discrimination on any invidious grounds (including age, race, sex, creed, national origin, geographic location, economic status, or handicapping condition), including the provision of equal opportunity for all who are admitted to postsecondary institutions to complete the courses and programs in which they are enrolled.

Over the past 30 years, this commitment has transformed the State's higher education system from one that served the few to one that serves the many. The result has been a significant increase in enrollments, programs, and campuses throughout the State.

As the State's minority population has grown in size, minority enrollments have also grown. Between 1972 and 1982, minority enrollments at all levels of higher education increased from 14 percent in 1972 to 19.5 percent in 1982. Black enrollment rose by 38 percent, Native Americans by 88 percent, Hispanics by 100 percent and Asians by 137 percent. During the mid 1980s, the increase in the minority enrollment share in higher education slowed somewhat. The Black undergraduate enrollment share increased by one-half of a percentage point, from 12.3 to 12.8 percent, while the Hispanic enrollment share increased by 1.5 percentage points, from 6.2 to 7.7 percent. Even so, the actual number of minority undergraduates increased between 1980 and 1986, with Black enrollment increasing by 4 percent and Hispanics by 23 percent. This reflects, in part, the results of New York State's early efforts to fulfill its commitment to equal opportunity. These efforts included the establishment of community colleges, open admissions at the City University of New York, the Tuition Assistance Program, and the Education Opportunity Programs for economically and educationally disadvantaged college students.

In spite of New York's progress, recent data from the 1988 Regents Statewide Plan for the Development of Postsecondary Education in New York State reveal that Black and Hispanic minorities remain underrepresented at the undergraduate level in comparison to their overall share in the population. Blacks constitute 15 percent of the college-going age group (ages 15-24) but represent only 13 percent of the total undergraduate enrollment. Hispanics make up 11 percent of this population but only 8 percent of the undergraduates.

The State's Response. The 1988 Regents Plan revealed that many colleges reported encouraging minority students to attend college by educating them about available postsecondary educational opportunities and supplemental funding and academic programs. Examples of New York programs which encourage students to complete high school and attend college are:

- the Stay in School Partnership Program, which provides colleges and universities with funds for support services and compensatory activities for public school youth who have been identified as being at-risk;
- the Liberty Partnerships Program, which offers a broad range of services and activities to at-risk students in middle school and high school. Among these services provided are counseling, testing and assessment, mentoring, tutoring, parental and volunteer involvement, and special classes.
- the Science and Technology Entry Program, which provides testing, counseling, tutoring, special coursework, enrichment activities, paid field placements, and financial assistance to students interested in careers in scientific, technical, and health-related fields;
- the Math and Science Summer Enrichment Program, which provides minority students with academic and laboratory courses in mathematics and sciences as well as supportive services such as counseling and tutoring;
- the Minority Recruitment Program, which is designed

to improve minority access to postsecondary education by providing information about college programs and student aid to minority youth.

Once minority students complete high school, the State has other programs that assist them to complete college. These include:

- the educational opportunity programs in the public and independent colleges that provide academic and financial support for college students who are educationally and economically disadvantaged;
- the Collegiate Science and Technology Entry Program, which provides funds for testing, counseling, tutoring, special coursework, enrichment activities, paid field placements, and supplemental financial assistance for minority students interested in careers in scientific, technical, and health-related fields;
- several scholarship and fellowship programs that provide awards annually to minority students to complete requirements for licensure and certification. These include the Regents Professional Opportunity Scholarships and the Empire State Challenger Scholarships and Fellowships for Teachers.

The Ford/SHEEO Project. Although the actual number of minority undergraduates has increased, the 1988 Regents Plan reports that Black and Hispanic students drop out of colleges at higher rates than their white counterparts. Only 30 percent of Black and Hispanic students who entered four-year programs between 1978 and 1981 received their undergraduate degrees by the spring of 1985, while 50 percent of white students completed.

The 1988 Plan also noted that minority students drop out of two-year programs at higher rates than white students. The Plan provides estimates of two-year college completion for white, Black and Hispanic students who entered two-year programs between 1981 and 1983. Thirty percent of white students who entered these programs completed them by the spring of 1985, while the estimate of completion for Black students was 24 percent and for Hispanic students was 22 percent. Reasons given for the high drop-out rate were academic problems, family concerns and finances. Furthermore, many students who complete their two years of study fail to transfer to four-year colleges because they are unable to convince four-year institutions to accept many of the credits earned at the two-year schools. Another reason students have difficulty transferring is that the limited number of child care preparatory programs offered by two-year institutions are not designed for transfer into registered teacher education programs in four-year colleges.

This failure of minority students to transfer from two-year to four-year institutions, coupled with their signifi-

cant attrition rate from four-year institutions, has contributed to the low proportion of minorities in teaching. In the State's five major cities, for example, Department data for 1988-89 show minority teachers constituting only 27.6 percent of teachers: 17.7 percent of whom are Black, 8.4 percent Hispanic, and 1.5 percent "other" (which includes American Indian, Alaskan Native, Asian or Pacific Islander). This is in contrast to the public school population in these cities, which is classified as 77.8 percent minority: 39.1 percent of these public school students are Black, 31.8 percent Hispanic and 6.9 percent "other." Because of the growing number of minority children entering New York's five major cities and attending its schools, the percentage of minority teachers has grown slightly in recent years; yet the ratio of minority students to minority teachers has remained constant.

To address the drop-out rate of minority students from two- and four-year colleges and the disparity between the numbers of white and minority teachers who are actively teaching, the Education Department submitted a proposal to the State Higher Education Executive Organization (SHEEO), which had received funds from the Ford Foundation to encourage an increase in the number of minority students completing their baccalaureate degrees. The Department proposed to encourage two- and four-year colleges to develop jointly registered teacher education programs that would enable minority students to enter a teacher education program at a two-year institution, transfer to a four-year teacher education institution, and be eligible for initial State teacher certification upon graduation.

The joint registration of the teacher education programs differs from the traditional articulation agreement in three ways:

1. The program is registered by the State Education Department; the institutions, therefore, have a legal right to offer the program, and their students may receive federal and state financial aid for studying in the program.
2. Students enrolled in a jointly registered program at a two-year college are guaranteed access to the upper level program at the four-year institution; this understanding must be clearly stated in the program which is registered by the State.
3. Students in a jointly registered program are eligible from the freshman year for an Empire State Challenger Scholarship.

Project Description The primary goal of this project was to increase the number of minority students completing teacher education programs at the baccalaureate level and to become eligible for New York State teacher certification. To achieve this goal, the Department initially

planned a series of three meetings to be held during the spring and fall 1989 academic semesters at each of its major urban areas (Buffalo, Syracuse, Albany, New York, and Long Island) to: (a) discuss the possibilities of jointly registered programs with two- and four-year public and private institutions; (b) explore collaborative steps taken by two- and four-year institutions to jointly register programs; and (c) share designs of programs developed for joint registration between two- and four-year institutions.

The Initial Meeting. The Department convened the initial set of meetings at the State Education Department, Albany; Long Island University, C.W. Post Campus, Long Island; Onondaga Community College, Syracuse; New York University, New York; State University College at Buffalo, Buffalo. Over 170 representatives from 24 two-year colleges, 46 four-year teacher preparation institutions, and 10 degree granting proprietary schools attended and discussed the development of jointly registered programs. Fifteen of the 24 two-year colleges represented have minority enrollments which exceed 10 percent, and 5 of those 15 have minority enrollments which exceed 50 percent. Agenda topics included the following:

- Background of the Project
- Statement of the Problem
- What the Project Expects to Accomplish
- Department Efforts to Strengthen Teaching and Enhance the Recruitment of Minorities into Teaching
- Examples of Collaboration Between Two-Year and Four-Year Colleges
- Procedures for Developing and Submitting Jointly Registered Teacher Education Programs
- Discussion and Next Steps.

Presentations at these meetings were made by Department staff and by college and university people involved with minority recruitment activities.

Department staff prepared conference packets which included a draft policy statement on developing jointly registered teacher education programs; a description of higher education equity and access programs for minority students; and the proposed initiatives on teaching which were included in the Regents 1989 legislative program. Also included in the conference packet was a draft policy statement prepared by the Central Office of the State University of New York on requirements for proposals for jointly registered programs.

A Change of Plan. At the initial meeting, numerous teacher educators and two-year college administrators and faculty indicated their need for planning and development. They believed that future area meetings would not be as useful as financial assistance to hire consultants

and/or to provide planning help for meetings of two- and four-year faculty to develop the new programs. As a result, the Department revised its original plan and dropped its second round of regional meetings. It redirected some of the project funds for use as seed money for colleges to use in developing jointly registered teacher education programs.

Based upon interest expressed at the initial meetings and subsequent conversations with the colleges, the Department selected 10 pairs of colleges willing to develop jointly registered teacher education programs. Each pair consisted of a two-year college and a college or university with a four-year teacher preparation program. The seed money was given to eight pairs of institutions to develop their programs.

- Herbert H. Lehman College and Bronx Community College
- Pace University and Borough of Manhattan Community College
- Brooklyn College and Kingsborough Community College
- Queens College and LaGuardia Community College
- City College and New York City Technical College
- State University College at Brockport and Monroe Community College
- State University College at Oneonta and Hudson Valley Community College
- State University College at Fredonia and Hostos Community College.

Each pair agreed to use the funds to develop its program, prepare a paper for the statewide conference on jointly registered programs and for the proceedings of that conference, and prepare a final report. Since the State University College at Buffalo/Erie Community College and Long Island University—C.W. Post Campus/Nassau Community College/Suffolk Community College had already begun deliberations, they did not receive any seed money. Instead, they received technical assistance and consultant help from the Department in preparing their proposals for jointly registered teacher education programs.

Invitational Conference. The Department convened a statewide invitational conference on April 5, 1990, in fulfillment of the project's second objective. At the conference, representatives from colleges engaged in developing jointly registered teacher education programs shared their models with other interested members of the academic community and the Department. Over 110 representatives from 32 two-year and 43 four-year institutions attended.

Donald J. Nolan, Deputy Commissioner for Higher

and Continuing Education in the State Education Department, gave the welcoming address. Denis F. Paul, Assistant Commissioner for Higher Education Academic Review, and Mike Van Ryn, Assistant Commissioner for Higher Education Services, discussed the Department's policy on developing jointly registered teacher education programs and described the background of the project. J. Carter Rowland, Acting Associate Provost for Undergraduate Education of the State University of New York (SUNY), reported that SUNY gave special funding to two- and four-year institutions to develop and encourage the training of minority teachers. Christian Suggs, Program Director for the Office of Academic Affairs of the City of New York (CUNY), discussed the commitment of CUNY to aiding minorities to complete their baccalaureate degrees. He indicated that CUNY had received a substantial grant from the Aaron Diamond Foundation to support its efforts in creating a system-wide network of recruitment, retention, and postbaccalaureate support programs. This grant coupled with the Department's efforts to encourage the development of jointly registered teacher education programs is, according to Dr. Suggs, aiding CUNY to resolve some of the logistical and financial issues concerning minority baccalaureate achievements. The remainder of the conference was devoted to representatives from each pair of institutions discussing the development of their joint programs.

Accomplishment of Goals. The project was successful in accomplishing its goals of establishing jointly registered teacher education programs. To date, the Department has registered the joint teacher education program developed by Erie County Community College and the State University College at Buffalo, and it is in the process of considering joint programs submitted by Long Island University—C.W. Post Campus and Suffolk Community College, and Long Island—C.W. Post Campus and Nassau Community College. Based on information received from institutions that received seed money, the Department expects to receive at least three more program proposals before the end of the calendar year.

The major problem which continues to inhibit many four-year teacher education institutions from developing

jointly registered programs is a lack of financial resources which has resulted in a lack of adequate faculty, facilities and resources to serve additional students. This lack has caused institutions to "cap" their enrollment of teacher education students. One result of the "capping" is a reluctance of some institutions to develop jointly registered programs because they are unable to accommodate the additional numbers of students. Both the State University of New York and the City University of New York are examining ways by which their resources may be used to continue and maintain jointly registered programs.

Specifically, the provost from the Central Administration of the State University of New York provided special funding from a project called the Venture Fund. These funds allowed campuses to use monies for both the hiring of minority faculty and for support services for colleges and universities to develop jointly registered programs. In conjunction with this project, SUNY initiated the hiring of minority faculty. To date, SUNY has appointed over 70 minority faculty members, many of whom will be supporting the jointly registered teacher education programs on SUNY campuses.

Unfortunately, the impact of this project cannot be evaluated at the end of the funding period as the impact will unfold over several years and require the continual cooperation of the sets of two-year and four-year institutions that sponsor jointly registered teacher education programs. However, the Department expects that six teacher education programs which are jointly registered between two-year colleges and four-year teacher education institutions will be functioning within the next year and that minorities in those programs will complete their baccalaureate degrees and enter teaching. The Department also expects the results of the Ford/SHEEO project to affect the number of minorities who enter teaching well into the 21st century. As more minorities complete baccalaureate degrees through participation in jointly registered programs, more will enter these programs and subsequently swell their numbers in teaching. As a result, all children will have the opportunity to be taught by persons who reflect the diversity of the citizenry of New York State.

Joint Registration of Associate Degree and Baccalaureate Degree Programs in Teacher Education

Denis F. Paul and Kevin P. Reilly

New York State Education Department

In February 1989, the Board of Regents accepted a grant from the Ford Foundation through the State Higher Education Executive Officers Association (SHEEO) to encourage the development of jointly registered programs at two-year and senior colleges. This grant is part of a national effort by Ford and SHEEO to increase the number of minorities who earn baccalaureate degrees.

New York's focus is to help minority students move from two-year to four-year colleges and become teachers. In recent years, most of New York's minority enrollment increases have occurred in two-year institutions. But graduates of associate degree programs often find that their coursework is not easily transferable to degree programs in four-year colleges, especially where licensure or certification is involved. Enrollment in a jointly registered program leading to teacher certification will assure two-year college graduates of a place in the cooperating four-year institution's teacher education major or sequence.

Furthermore, financial aid from the Empire State Challenger Scholarship and the Teacher Opportunity Corps programs will be available to eligible students from the time they enroll at the two-year college through their completion of the baccalaureate degree. Information about these programs, including, for example, the fields of study that qualify, is available from the State Education Department Office of Higher Education Services. At present no teacher education programs are offered jointly by two- and four-year colleges in New York, so no two-year college students are eligible for such aid. The State Education Department hereby invites proposals for these programs from two-year and senior colleges.

Program Characteristics

Proposals for jointly registered programs will be reviewed in the State Education Department's Division of Academic Program Review. The Division will pay particular attention to the following characteristics of these programs in the proposal review process:

- **Joint admissions.** The two- and four-year colleges together will want to establish clear requirements for admission to the program, keeping in mind that the

student is simultaneously admitted to both institutions. This means, of course, that students accepted into the jointly registered program who satisfactorily complete their first two years of study must be assured of continuing their studies without interruption at the senior college. Because of limited space and student teaching assignments, it may be necessary to limit the enrollment in the jointly registered program. The ways in which the admissions process will "encourage the increased participation in collegiate programs at all levels of persons from groups historically underrepresented in such programs," to use the language of Commissioner's Regulations, should be clearly described.

- **Carefully coordinated curriculum.** The two- and four-year colleges will want to structure a program that allows a student to use his or her first two years to maximum benefit in preparing for the upper-division teacher education major or sequence. The institutions should agree on which two-year college courses will be accepted by the senior college in fulfillment of the requirements of the first two years of the teacher education program. Typically, students will complete a range of courses in the liberal arts and sciences during the first two years. The two institutions may want to specify that certain courses in the liberal arts and sciences, or courses in psychology, art, or music for example, must be taken in the lower division. Some programs may offer an "Introduction to Teaching" seminar based on field experiences in the lower division, perhaps delivered jointly by faculty of the two- and four-year colleges. It may also be possible for the student to begin course work in an academic major, or in the education major or sequence, at the two-year college. Early introduction to school classrooms and other field experiences are encouraged in the first two years of study, with the culminating college-supervised student teaching experience reserved, as usual, for the upper division.

- **Early and continuous student advisement.** It should be possible for students in these jointly registered programs to earn an associate degree, a baccalaureate degree, and a provisional teaching certificate within four years. Colleges will want to make students aware, from the point at which they enter the programs, of the course of study they need to follow in order to accomplish this.
- **Attention to how students will be prepared to achieve qualifying scores on the Core Battery of the National Teacher Examination.** Since this is one of the criteria for provisional teacher certification in New York, the two- and four-year colleges will want to agree upon the responsibilities of each in readying students for the three tests that comprise the Core Battery: Communication Skills, General Knowledge, and Professional Knowledge.

Procedures for Submission of Proposals and Registration of Programs

Proposals for jointly registered programs should be submitted to:

Dr. Donald J. Nolan
Deputy Commissioner for
Higher and Continuing Education

New York State Education Department
Room 5B28 Cultural Education Center
Empire State Plaza
Albany, New York 12230

The proposals should be signed by the Presidents, or their designees, of both proposing institutions. In the case of a proposal in which one or both of the proposers is a State University or City University institution, it will be necessary for the proposal to be submitted to the State Education Department by the Central Administration of SUNY, CUNY, or - - if the two systems are involved - - both. The Department will be pleased to entertain both intra-sector and inter-sector proposals. An independent institution may want to propose a program with a public college, for example, or a proprietary college with a public or independent college, or a SUNY with a CUNY institution.

A joint program is registered as a program at both proposing institutions. The associate degree is awarded by the two-year college and the baccalaureate degree by the four-year college. The four-year college recommends the student to the Department for provisional certification as a teacher. The Department's Inventory of Registered Programs will show the program title, both degrees, and the appropriate teaching certificate(s) in the listings for both institutions. The four-year college may, of course, continue to offer programs leading to teacher certification for students who begin their studies at the four-year institution.

Helpful Considerations in Preparing Jointly Registered Teacher Education Programs

Denis F. Paul

New York State Education Department

Curriculum development, even when it is done in a single department, is commonly understood to be one of the most difficult undertakings for a faculty. The difficulty of such an undertaking is further compounded when it involves faculty from more than one department. The development of a single coherent program by faculty in several widely divergent disciplines in two dissimilar institutions is perhaps one of the more difficult and precarious undertakings in which institutions of higher education may engage. Yet the results of the early efforts to develop jointly registered teacher preparation programs between two- and four-year colleges in New York State show that such challenges can elicit truly exemplary responses. The success of faculty efforts thus far can be attributed to sincere commitment to high quality, the strong scholarly standards of those who were involved, and the clear sense of purpose with which the task was undertaken. An examination of a number of proposals at various stages of development, one of which has since been approved and registered, yielded a set of common characteristics which we believe would be helpful to those planning to offer such programs. Going beyond the usual guidelines which are applied to program development, these helpful considerations would apply specifically to the planning of jointly registered teacher preparation programs.

The following are some of these desirable characteristics that have been identified in proposals for jointly registered teacher education programs:

1. The purpose is clearly stated and reflects the need to support and encourage community college students to continue on to a four-year institution and to progress there towards a baccalaureate degree and certification as a school teacher.
2. Students are given the opportunity to earn the associate degree while progressing to the baccalaureate.
3. Responsibility for student selection is clearly defined.
4. Criteria for admission to the program have been

considered carefully and reflect the capacity of the institutions to support the students to graduation.

5. Students are recruited for the program and are admitted directly to it.
6. There is some involvement of the four-year faculty with the students while they are still at the two-year institution, and provision is made for field experiences in the schools during the first two years of the program.
7. All curricular requirements are clearly spelled out at each of the participating institutions. The curriculum takes into consideration the new requirements for certification. It may draw on existing courses at the two institutions and, indeed, may be based on degrees currently offered by the individual institutions separately.
8. Individuals responsible for the program at each institution have been clearly identified.
9. Support services have been carefully planned and include the following:
 - a) special recruitment efforts,
 - b) orientations both upon admission to the two-year portion and upon transfer to the four-year portion,
 - c) peer support groups,
 - d) group seminars with guest speakers, and
 - e) tutoring and counseling.
10. Consideration has been given to how the work at the two-year institution will be represented on the final transcript of the student.
11. Plans have been developed for monitoring enrollment, retention, graduation and placement. Those responsible for that task have been clearly identified.
12. Scholarships and other inducements to participate in the program have been considered.
13. There is a well-developed plan for the assessment of the program and for making changes in the curriculum and support services.

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**JOINTLY REGISTERED TEACHER
EDUCATION PROGRAMS
WITHIN THE CITY UNIVERSITY
OF NEW YORK**

Remarks: Some Considerations Concerning Joint Registration of Teacher Preparation Programs at the City University of New York

Christian Suggs

City University of New York

I want to speak here just from the perspective of the Central Office of the University and not for the separate schools and colleges within the University. I make this disclaimer for two reasons. The first is that, unlike other major universities in this country, which are structured essentially on the model of the great German universities of the 19th century, CUNY seems to have taken as its model the feudal landholding systems of seventh to ninth century France. That is to say we are a weak monarchy, with a limited power to tax and regulate the flow of any unexpected surpluses, surrounded by 20 powerful baronies, each with its own status hierarchies, intense loyalties, and standing armies. In such a system, the part, even the head, speaks for the whole only occasionally and ceremonially. The second reason is that in the operating reality of our University, each of the colleges has virtual academic autonomy. Each campus vests in its faculty the responsibility for curricula at that college and the University, as such, provides whatever oversight and imprimatur are required by agency or state. Consequently, the spokespersons from the colleges represented here today address the particularities of their specific initiatives as discrete institutions rather than as units of the University.

There are, however, some issues that we at the University level would raise in a discussion of joint registration. We do, in fact, support strongly SED's initiative in the matter. For us, joint registration falls into two general areas of concern: the revision of standing academic programs in teacher preparation and the recruitment and retention of minority students into the teaching professions. I will not attempt to separate these two areas of concern but will raise some issues out of each.

Our minority recruitment program for teaching is only just getting underway at the University level. We identify three substantial outcomes for such a program above and beyond the obvious increase in the number of minority teachers available to the New York City public school system in a period of teacher scarcity:

- 1) adequate numbers of role models for minority students;
- 2) increasing influence on curricula and policies by minority professionals as they make their way up the career ladder in larger numbers;
- 3) new paradigms of authority and power through which ALL students, particularly those from the white, English-speaking community, learn to respect and accept the professionalism and skill of people with a different color and language.

A \$1,000,000 grant from the Aaron Diamond Foundation enables us to consider a system-wide network of recruitment, retention, and postbaccalaureate support programs through which to pursue those outcomes. One aspect of the Project centers on the creation of barrier-free pathways from community college preparation through senior college matriculation. It is at this point of transition that we suffer some of our heaviest attrition. This articulation problem is one of our most complex, since a single, mandated solution to the transferability of credits and programs among 20 community and senior colleges is simply not available. It is this problem which joint registration addresses.

Within our system, however, the following problems also confront us to one degree or another. They may have analogs in other institutions, so I will describe each briefly:

- 1) Once the issue of joint registration of programs is confronted by two institutions, the relationship of the project to minority achievement begins to disappear from the discourse, to be replaced by concerns over campus and disciplinary integrity, control of course content, standards, and FTEs. It is important, therefore, to keep a basic principle in mind: joint registration here does not mean the practice of two colleges jointly registering a student in two discreet programs; it means the joint registration by two or more colleges of a single academic program of which both share ownership and responsibility;

- 2) There is little incentive for senior colleges, which in any case, will "inherit" whatever students survive the ordeal of unmediated transfer between institutions, to enter into negotiations about joint registration of programs for those same students. Similarly, community colleges are loathe to enter discussions of a type the historical consequences of which have been erosion of college control over their own curricula in the face of demands from their "senior" partners;
- 3) The tightening of credentialing requirements by the state, while entirely in line with our own internal mandates and which we support in principle, nevertheless makes our negotiations more difficult. Without retreating from a commitment to the integration of liberal and professional studies, we somehow need more flexibility for our students and our faculty;
- 4) The sheer numbers with which we must deal are daunting. If each of seven community colleges jointly registered a program with each of nine senior colleges (one senior college has no teacher preparation program), with every program separately negotiated and devised, in order to give students at all the colleges an equal choice of programs, CUNY would then have 63 such agreements on the books in Albany;
- 5) Control of such complexities as can arise in a multi-campus system can be exercised only through close management of data and thorough-going advisement and counseling practices. CUNY suffers from the following disadvantages in these areas:

- a) no computerized central student data base for a 20-campus system and 200,000 students;
- b) a general shortage of academic counselors and advisement programs and a glaring shortage of the same specifically focussed in this area.

As you will see, my colleagues at the campuses have gone ahead nonetheless. Their solutions to these and other problems will be peculiar to their conditions and resources. But I would suggest that one response we might make severally to the general body of problems that joint registration poses is to find some way of supporting pending legislation, particularly Bill A10237, which provides a "capitation" grant to colleges whose education departments enroll minority students in sufficient numbers to qualify. The bill also provides for an increase in the level of support where those students remain to graduate. This bill provides an important incentive to colleges: money to support programs.

I would like to suggest two changes to the bill, however. Or rather, an amendment and a second bill. I would amend A10237 to ensure that the money go directly to schools or departments of education; even the most sympathetic president or provost would have a hard time keeping hands off a lump sum dumped into an adjunct budget, no matter what the Dean of Education claimed. A second, new bill should be written to provide the same formulaic, programmatic support (see A10237 itself) for every student enrolled at a senior college through a jointly registered program, with a similar budgetary caveat. This bill, supplementing A10237, would provide an even more directly applicable incentive to joint registration.

Thank you.

A Community College's Perspective on Jointly Registered Teacher Education Programs

Thelma Malle and Philip Stander

Kingsborough Community College

For more than 20 years, Kingsborough Community College has had a Child Care/ECE Program and an Education Associate Program, two teacher education programs of which we are very proud. Because of the quality of education received at Kingsborough, our Associate Degree education students who enter the world of work immediately upon graduation from Kingsborough are well prepared for the roles they assume in the schools and classrooms. Others of our graduates have enrolled at Brooklyn College and other colleges, successfully completing their academic work in pursuit of the baccalaureate degree. In fact, a recent survey and analysis reveals that Kingsborough students do at least as well as, if not better than, the native senior college students in many programs.

We are pleased to participate in the preparation of a jointly registered teacher education program for several reasons. Kingsborough is uniquely prepared to support the State Education Department's purposes in relation to increasing the pool of minority teachers in our state. First, the extensive outreach activities involving local high schools, notable among which is the College Now program, are a valuable recruitment resource. Also, not only are many American-born minority students enrolled at our college, but many of our students are foreign-born minorities who are anxious for professional preparation. Many of the foreign-born who come to us have secondary school education that is not recognized by our university, and these students have now followed a practice of securing GED certificates, many through the Kingsborough GED program, to enable them to enroll at CUNY, principally at the community colleges. A number of such students have enrolled in our teacher education programs and are excellent candidates for the teaching profession.

The curriculum which we have developed as the first two years of the jointly registered program differs from our existing curriculum in its greater emphasis on liberal arts. In this proposed program, students will enroll in fewer education courses in order to be able to take additional liberal arts courses that help to broaden their intellectual perspectives and widen their knowledge base. The program requires increased coursework in mathematics and science, and provides insights into the nature of education in an urban setting.

The great advantage of a jointly registered program is the creation of a coherent undergraduate experience that is not interrupted by the community college-senior college transfer process. With regard to the nature of the Brooklyn College program, we appreciate the new focus on the interdisciplinary approach which integrates liberal arts and education courses. An examination of the Kingsborough curriculum will reveal its compatibility with our approach.

It is important to note that, rather than seeking a one-to-one equivalence of Brooklyn College and Kingsborough Community College courses, we have identified clusters of courses which provide educational experiences equivalent to those that the Brooklyn College courses offer. This arrangement reflects our institution's unique character, history and mission. For example, like other community colleges, Kingsborough finds many of its students to be underprepared on admission. For the past two decades, however, we have worked at upgrading basic education skills and have been very successful in this process. Our record reveals that, drawing upon the strengths of our faculty and well-developed curricula, our students have succeeded academically and have gone on to achieve impressively. We welcome the opportunity and challenge of this jointly registered program.

Developing Jointly Registered Teacher Education Programs for Kingsborough Community College and Brooklyn College

Karel Rose

Brooklyn College

Kingsborough Community College is a beautiful jewel in the crown of The City University of New York. It is a kingdom by the sea, with its own beach and glass facade. When there, you can easily forget that you are in Brooklyn.

Brooklyn College, on the other hand, is more like an inland duchy, situated in a bustling urban area, filled with the noise, pollution and intensity that has come to be synonymous with urban life.

On our first visit to Kingsborough, Provost Michael Zibrin took us on a guided tour of libraries with water views, sunlit offices, and dining facilities that compete favorably with New York's finer restaurants.

I provide this background because the development of a jointly registered program is a negotiating process and, after this visit, I wondered if it would be possible for the beautiful Cinderella and her much less attractive sister to negotiate. But, though two children from the same family may be very different, they frequently recognize what they share in their common heritage. So it was with the Kingsborough and Brooklyn teams. They developed a collegiality founded on respect for the distinctive ethos of each institution.

While negotiating with the Kingsborough teams, we at Brooklyn College were engaged in formulating a new curriculum for Early Childhood and Elementary Education majors. The challenge was to design experiences that recognized our students' diversity while building bridges between liberal arts content and pedagogical knowledge. With this objective, we needed to do more than graft multi-cultural modules onto existing courses. Our joint curriculum had to possess unity and flexibility and had to address the deepest concerns of all of us about the education of teachers. The process was complex.

I discovered, both at Brooklyn and at Kingsborough, that changing curriculum might well be the hardest thing that you could ask of a professor. Curriculum is our currency, our negotiation between the past and the present, and the way we reach out to the future. We in the

academy don't manufacture blouses, do insider trading, or fix teeth; our product is the creation and sharing of curriculum. By curriculum, I do not refer just to the creation of specific projects; rather, curriculum is a habit of mind. It is the means through which we construct meaning with our students, share our philosophical biases, and tell our cultural stories. The world of the classroom is where we try to answer the questions posed by civilization. So though the two teams may not have openly stated it, the design of a jointly registered program was an opportunity to structure new thinking about the relationship of the academy to the education of teachers.

Restructuring the education major involved an outreach to Brooklyn College faculty in all the disciplines, an outreach that has led to a heightened college-wide concern about the education of teachers. Resulting from this concern is the centerpiece of the new education majors: a network of education courses paired with courses in social studies, humanities, and science. (See the accompanying chart.) This network is the result of an emergent interdepartmental cooperation and a willingness of liberal arts faculty at Brooklyn College to assume partial responsibility for what happens in the schools of the borough of Brooklyn.

The reasons for this willingness are manifold. Some of our faculty have children and grandchildren in the New York City schools and have a personal investment in improving their families' education. For others, who are themselves products of the New York City schools, there is the compelling obligation to work towards regaining the excellence of the educational system that produced them. There are also those on the faculty who recognize that education in Brooklyn is a revolving door. Many of the students who come to Brooklyn College and sit in class, frightened and unprepared, are products of the New York City schools and were taught by teachers trained at CUNY. As long as the education in the public schools of New York City does not effectively serve all the children, students at Brooklyn will be unprepared for the challenges and opportunities that the college offers them.

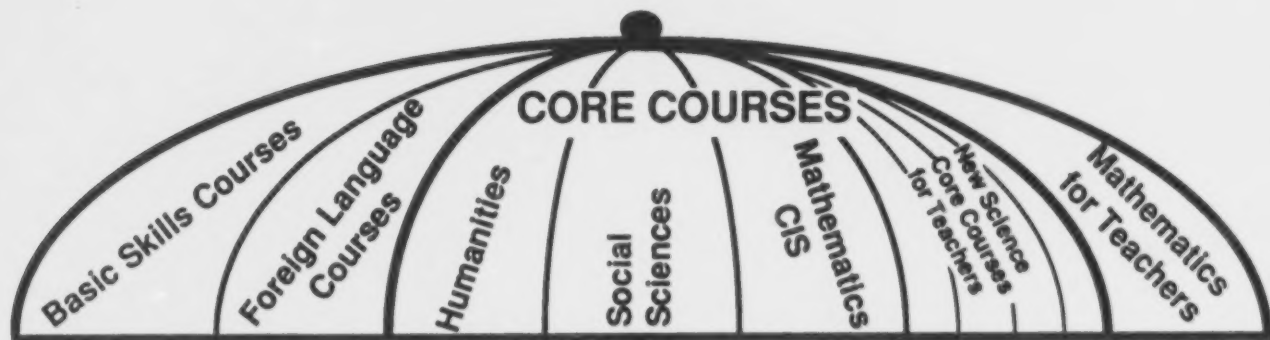
The Kingsborough team has embraced the intent of Brooklyn's new program and brought to it their own creative energies. They, too, have reached out to colleagues in disciplines other than education. As a result, Kingsborough's projected program has courses jointly designed by faculty in education and in the liberal arts, courses which will enable students to participate in a cohesive program and graduate as education majors from Brooklyn College.

The process to date has been a negotiation about substantive concerns. We have addressed not only questions about course content and method but also issues of coun-

seling and language proficiency. And we have found that to facilitate a jointly registered program that is more than a smorgasbord of courses, it has been necessary for faculty from the two institutions to develop a genuine partnership with the process of curriculum development at its center.

So that's what is happening in the kingdom by the sea and the inland Flatbush duchy. It appears that the princess from the kingdom by the sea will marry the prince from the inland duchy and, after registering their marriage in Albany, will live happily ever after. That is - - until the next curriculum revision.

Brooklyn College School of Education Proposed Early Childhood and Elementary Curriculum



Strands	<u>Integrative Courses</u>		
	Liberal Arts Courses	Education Bridging Courses	Teaching Arts Courses
Social Studies	The Social Sciences and Education (3 cr.)	* Education and Society: Teaching the Social Sciences (3 cr.)	Urban Children, Youth and Adolescents: Their Development and Education (3 cr.)
Humanities	The Humanities and Education (3 cr.)	Education and the Making of Meaning (3 cr.)	*The Creative Arts (3 cr.) *Integrative Methodologies for the Communication Arts (3 cr.)
Sciences, Math	The Sciences/Mathematics and Education (3cr.)	Education and Science/Mathematics An Integrative Approach (2 cr.)	*Teaching Mathematics (2cr Ed) Mathematics in Education (2cr Math) *Teaching Science (2cr Ed) Science in Educ. (2cr Sci)
Liberal Arts Concentration (12-18 cr.)			* Courses with field placement Studio I, II (2cr. each) * Seminar and Comprehensive Student Teaching (8 cr.)

On Establishing Joint Registration of LaGuardia Community College Associate of Arts Degree Program and Queens College Baccalaureate Degree Programs

Susanna Pflaum

Queens College

Christopher Vickery

Queens College

Sydney Schwartz

Queens College

Max Rodriguez

LaGuardia Community College

Lily Shohat

LaGuardia Community College

The following report describes the status of the cooperative efforts of Queens College (QC) and LaGuardia Community College (LAGCC) to establish a jointly registered degree program for students wishing to enter the teaching profession as elementary or early childhood teachers. The goal of this effort is to increase the number of students transferring with an AA degree from LAGCC to QC who will successfully complete a BA degree at QC and obtain a New York State provisional N-6 teaching certificate within the traditional four-year equivalent college span. We specify the term equivalent because, in today's college population, many students at both community and four-year colleges complete their college studies as part-time students over a period of six to eight years rather than as full-time students in the traditional four years.

The need to undertake this arrangement grows out of the increasing demand for teachers who represent the minority groups served in our urban schools. While LAGCC has tended to enroll a large number of minority students, Queens College has had difficulty attracting and retaining minorities in teacher preparation programs. Recent estimates reveal that only about 15 percent of the undergraduate and graduate education majors at QC come from minority groups, whereas 80 percent of the LAGCC students come from these groups. Qualified students from LAGCC, often with rich experiential backgrounds, who desired to become teachers, have found that many of their LAGCC credits did not transfer to QC; with this kind of discouragement, many have not pursued the teacher preparation programs. The most natural way for QC to meet the current needs of the profession for increasing minorities in the teaching profession is to develop a jointly registered program with a feeder college having a large number of minority students, many of whom are interested in the teaching profession.

A jointly registered program accomplishes the goal of increasing the flow of minority candidates into the teaching profession by guaranteeing admission to QC upon successful completion of LAGCC degree requirements. It also

assures that the student course selection at LAGCC will satisfy degree requirements at QC, including Basic Skills, Liberal Arts and Science Area Requirements (LASAR), and the requirements for a liberal arts and education major.

This year's effort has been preceded by a year's work toward coordinating course requirements under the aegis of the Teacher Opportunity Corp (TOC). Problems with articulating the first two years of college work at LAGCC with the following two years at QC in the field of teacher education emerged during the period of work with TOC. Despite this fact, the faculty committee members who took on the task of designing a jointly registered program did not realize the full complexity of the task. It soon became clear that we would need to define precisely the course of study at both LAGCC and QC to insure that students may obtain a BA degree with 128 credits earned during the equivalent of four years of full-time study.

The design of a jointly registered program was constrained in a number of ways. The most challenging of these involved the Elementary and Early Childhood comajor —specifically the allocation of credits to meet LAGCC AA requirements, QC basic skills and LASAR requirements and the requirements for the majors. LAGCC requires 66 credits, which leaves 62 to be taken at QC. The elementary and early childhood programs at QC include 42-44 credits, some of which are liberal arts co-requisites. Students were easily able to acquire the liberal arts minor of 24 credits that was required prior to the fall of 1989. A recent CUNY mandate, however, requires that Elementary and Early Childhood Education majors at the senior colleges obtain a liberal arts major along with the education comajor. Liberal arts majors at QC can range from 27 up to 60 or more credits. With only 62 credits available at the point of transfer, it was clear that the only way to achieve the goal was to find ways to modify programs, and to assure that there was a sufficient number of credits serving multiple requirements to allow for completion of the comajors. At best, the choice of majors would be limited, and early efforts to redesign the programs were very discouraging.

The areas to which we directed our attention included the following:

- a) identification of basic and liberal arts courses which meet requirements at both colleges;
- b) modification of program requirements to facilitate completion of both the education and liberal arts majors within the 128 credit baccalaureate degree;
- c) identification of required courses at LAGCC suitable for application to a liberal arts major;
- d) early advisement at LAGCC to assure that all credits earned for the AA degree also fulfill requirements toward a BA degree with comajors in one of the liberal arts and in education.

Meeting basic requirements: With the help of liberal arts faculty members from both colleges, a detailed chart was drawn up to show which LAGCC required courses will meet QC Basic Skill and LASAR requirements.

- 1) Review of the required basic programs at the two college revealed that of the 66 credits earned for the AA degree at LAGCC, nine credits are designated coop credits, or work-study credits. These credits do not apply either to the majors or toward general basic requirements at QC.
- 2) Students will be able to complete all QC LASAR requirements at LAGCC. However, the same is not true of the basic skills courses. Of the 19 credits of basic skills required at QC, the student will be able to complete only 15-18 credits at LAGCC.

Our preliminary review showed that with an unmodified program, LAGCC graduates coming to QC under the best of conditions, i.e., with all but coop credits applicable to program requirements, would still have to complete three language credits and a physical education credit, as well as education courses and a liberal arts major. This could not be done within the 128 credit limit.

Modification of program requirements: Several possibilities emerged for program modification that would release credits for use toward the comajors.

- 1) The first possibility to be explored was the reduction of the required nine coop credits at LAGCC to six credits, in light of the student teaching component in the education major. Since one of the primary goals of the LAGCC cooperative work program is to develop productive work habits, the QC student teaching component could be viewed as serving the same goals. Thus a modification in these requirements would not compromise LAGCC program goals.

- 2) The next possibility to explore involved the approval of LAGCC courses to meet requirements for the education major. In the mid 1970s, due to a series of comparability problems, QC Department of Elementary and Early Childhood Education instituted a policy of 'no transfer' for education courses. Two courses which used to be approved for transfer included an educational foundation course and a child development course. Review of these course outlines by appropriate faculty at QC allowed QC to reinstate the transferability of the courses as meeting major requirements for elementary education. At this point, the committee had modified the programs to release 10 additional credits to be used to fulfill majors.

Identification of required courses at LAGCC suitable for application to a liberal arts major: Analysis of the LAGCC required course options and requirements for QC liberal arts majors revealed four majors for which enough courses are transferable to allow for completion of both education and liberal arts majors within the four-year equivalent time limit. In addition, QC is in the process of designing an interdisciplinary major that will meet the needs of transfer students.

Early advisement: In order to facilitate a smooth transfer, without loss of credit and time, it is essential that students be identified early in their tenure at LAGCC so as to receive appropriate advisement. If they are not identified early, students tend to take courses which will not be credited toward the major and will not meet QC requirements. Consequently, they are faced with the likelihood that they will have to earn more than the required 128 credits for a QC baccalaureate degree, and attend longer than the equivalent eight full-time semesters. LAGCC and QC faculty are looking at ways to recruit future teachers prior to and upon entry into the freshman year, and to facilitate retention by continuous and careful advisement throughout all four years. At LAGCC, early advisement will assure maximum transferability of credits. At QC, advisement by education faculty will help students plan schedules for joint majors that allows for timely acquisition of the appropriately allocated credits for a baccalaureate degree.

After months of cooperative planning, Queens College and Laguardia Community College have worked out program modifications that do not violate program goals at either college. The two schools are now ready to undertake a jointly registered program that guarantees a teacher education candidate the opportunity for graduation with a LAGCC AA degree followed by a QC BA degree within the equivalent of a four-year full-time college degree.

The Development of Jointly Registered Associate and Baccalaureate Programs in Teacher Education between Bronx Community College and Lehman College, CUNY

Thomas K. Minter

Lehman College

Jacqueline B. Stuchin-Paprin

Bronx Community College

Today we are faced with an increasing need for well-prepared teachers in our schools, especially for those from the nation's minority groups — African-Americans, Latinos, Native Americans, and Asians. A report from the New York State Department of Education, "Recruitment and Support of Minorities in Teacher Education Programs" (NYSED: 1989) states the problem:

In New York State, the representation of minority students in urban areas is three times greater than the representation of minority teachers. . .

- 76.3 percent of the public school student population in the major cities of Buffalo, New York, Rochester, Syracuse, and Yonkers in 1986-87 was classified as minority.
- In New York City, the minority percentage of the school population is 78.7 percent while the percentage of minority teachers is 27 percent. (NYSED: 1989:1)

The Bronx Community College and Lehman College, neighboring colleges of the City University of New York, are designing a program to meet the urgent need for highly educated minority teachers. This proposal for the Joint Registration of Academic Programs in Teacher Education will allow students entering Bronx Community College to register for a four-year sequence of courses which will culminate in their graduation from Lehman College and their having met the requirements for New York State certification as elementary or secondary schoolteachers.

Joint registration means registration in both colleges simultaneously. The students will not "transfer" to Lehman; they will enroll in both colleges when they first enter Bronx Community College. They will register for an articulated academic sequence of courses, with appropriate support services, leading to completion of the associate's degree at Bronx Community College and to the completion of the baccalaureate degree at Lehman College.

Lehman College and Bronx Community College (BCC) are natural partners in this venture. They have for some time enjoyed a mutually compatible articulation policy that has enabled a large number of BCC graduates to transfer to Lehman. They are geographically proximate, both in the Borough of the Bronx. And they attract students of similar ethnic and socio-economic backgrounds.

The students entering the two colleges are mostly mature, generally first generation college attendees; approximately two-thirds are women, many with children; approximately 75 percent are Black and Hispanic students. Our students are highly motivated and intelligent and are seeking to improve their economic status and social recognition. However, many have to overcome serious economic and social pressures which often militate against their successful academic achievement. This program is designed to help these students to be academically successful and to become highly qualified members of the teaching profession.

To see how the program aims to accomplish this, let us look at the program's characteristics.

Recruitment. First, the program will be advertised at both colleges. Bronx Community College plans to approach not only entering freshmen, but also students who are currently enrolled and students who have been previously enrolled. Second, recruitment should extend beyond those students who have already committed themselves to a teaching career. For instance, a significant goal of long-range recruitment activities will be to attract males to elementary education. Third, recruitment will reach beyond the high school into the community so as to attract older adults, individuals who are seeking mid-career changes, males, underemployed minorities and other "historically underrepresented" people to the teaching profession. Last, we plan to seek additional resources, including the allocation of time, to assign a recruiter to visit community centers and high schools in our effort to reach out for candidates from "historically underrepresented" populations.

Joint Admissions. The existing set of articulation agreements between Bronx Community College and Lehman College provides a base for the further development of procedures and strategies to make the Joint Admissions advisement and registration processes as easy and as free of time-consuming difficulties for students as possible.

We wish to have students feel from the beginning that they are a part of both institutions. Joint Admission will make it possible, within statutory constraints, for students to take courses at either institution. Also, meetings and seminars will be held on both campuses so that students become used to belonging to two institutions which share their articulated academic program of study.

Advisement and Counseling. It has been documented in the literature on this subject that effective academic advisement and counseling are crucial components to persistence and success in college. Consequently, we propose to institute a program of intensive preventive or intrusive advisement beginning with the students' entry into the program and continuing throughout their progress toward the baccalaureate degree. We propose to enlarge upon our present efforts and to make information available to the advisors and counselors from both institutions who can respond to the students' needs. To do this, we will hold a series of joint training seminars and conferences for the faculty and other personnel of both colleges. The goal is to have the faculty and counselors in both institutions become knowledgeable about curricular requirements, program options, appropriate majors, and suggested areas of specialization as well as the purposes, goals, and desired outcomes of the Joint Program.

Also, close communication with state and city certifying agencies will be maintained to ensure that students, in turn, receive accurate information as they proceed toward acquiring their credentials.

In addition to academic advisement, personal counseling is an important component of the program. Many, perhaps the majority, of students will have pressing needs for social services and for emotional and family support systems. Many will be faced with the problems of parenting, housing, and financial constraints. Many students will have problems with maintaining their own health as well as their family's. These needs are often so pressing as to override students' ability to complete a semester's coursework. Another delaying, but often essential part of the students' academic program, is the added coursework that is required to improve reading,

writing, and mathematics skills. It is therefore unrealistic to expect that all students enrolled in the program will earn the baccalaureate degree within four years. However, by being given the added academic resources as well as the individual attention that personal counseling affords, students will have a greater chance to complete their degrees expeditiously.

The Curriculum. Students will be required to complete general studies courses, academic majors, and an elementary or secondary education sequence of courses leading to both the associate and bachelor degrees. All three areas will become an articulated part of each student's program from the entry level through graduation.

Lehman College has never had, and does not have, an education major. Students who are preparing to become teachers must major in an academic discipline and complete the education sequence (28 credits for elementary education; 12-18 credits for secondary education); both programs require a supervised student teaching course of 300 hours. All education courses must have a field-based component.

Students entering the Joint Program will be engaged from the beginning in academic courses that will provide a foundation for their professional goals. Faculty committees will be convened to determine how best to blend and develop Lehman's Core Curriculum and Bronx Community College's liberal arts courses during the students' freshman and sophomore years in the program. All liberal arts and science courses in the student's major discipline (social sciences, laboratory sciences, mathematics, English, modern languages) will be taught with a perspective towards the application of their content to elementary and secondary school curricula.

The Special Mathematics/Science Component. We propose to add a special component to the Joint Program, designed to motivate and recruit students who will adopt mathematics or one of the sciences as their academic major. This special component responds to the need for the preparation of minority teachers of mathematics and science that has been expressed in numerous national publications on teacher education.¹ The courses in this component will be designed to provide a basis for developing basic competencies and innovative strategies for the teaching of mathematics, computer science, and computer use in education and the biological, chemical, and physical sciences at all levels of schooling. The component will build on the basic mathematics and science courses extant in the curricula of the two colleges. Faculty from the colleges' mathematics, sciences, com-

¹ See, for example, *Everybody Counts: A Report to the Nation on the Future of Mathematics Education* (National Research Council: 1989). This publication points out consequences of not educating minority students in science and mathematics: in addition to perpetuating the scarcity of minority teachers in these fields, we will find that many minority students are precluded from being prepared for a large range of careers and jobs in our technologically oriented society.

puter science, and education departments will be asked to serve as models and mentors for encouraging students to choose these fields as areas of concentration.

Links with Existing Programs. Following is a partial listing of funded mathematics and science programs at the two colleges:

Lehman College

Minority Biomedical Research Support Program (MBRS)-NIH

Minority Access to Research Careers (MARC) - NIH

New York City Mathematics Project - NSF

Project SEED - National Chemical Society

Science and Technology Entry Program (STEP) - NYSED

PreTeaching Program (Walton H.S.) - FIPSE

Macy Medical Sciences Honors Program (Dewitt Clinton H.S.) - Josiah Macy, Jr. Foundation

Bronx Community College

Special Projects Science Academy (MSIP) - U.S. Ed. Dept.
Minority Biomedical Research Support Program (MBRS) - NIH

Minority Honors Research Program in Energy-Related Curricula - US Dept. of Energy

Automated Titrations in the Chemistry Laboratory - NSF
Science and Technology Entry Program (STEP) - NYSED

Healthforce - Rockefeller Foundation

Campus Middle College High School - CUNY and the NYC Board of Education

Campus Alternative Elementary School Program

The Joint Program will capitalize on these existing programs by developing linkages among them (where appropriate) through the development of seminars, lectures, small and large conferences, and joint projects and demonstrations. It is the intention of both colleges that these programs should act as magnets: to attract, to motivate, and to hold the interest of minority students at all levels of education (elementary, secondary, and collegiate) in mathematics and in the sciences; to prepare them to major in science and mathematics; or, at the very least, to increase their competencies in these subjects.

Faculty Planning and Preparation: Administrative and Instructional Staff. Administrative and faculty linkages between the two colleges will be strengthened and maintained through the systematic collaboration on the academic and support services components of the program, the systematic exchange of student data, and through constant monitoring and evaluation of the program. Especially important will be the monitoring of student progress through the stages of the program.

The officials of both colleges who will have the greatest degree of responsibility for the administration of the Joint Program — the Director of Special Educational

Services at Bronx Community College and the Deans of Professional Studies and of Undergraduate and Graduate Studies at Lehman College — have been responsible for beginning the process, for they worked together to write the proposal. The remaining necessary part of a minimal administrative structure will be the designation of an overall coordinator/administrator for the program.

To the greatest extent possible, faculty participants in the Joint Program will be volunteers. While all faculty will be encouraged to become knowledgeable about and to participate in the Joint Program, both campuses will develop a structure by which members of the various mathematics, computer science, and biological and physical science departments serving in the program can become role models and encourage students to select these fields as areas of concentrated study. Ideally, faculty in all the academic disciplines should be able to relate their subject areas to the special professional needs of the students and to become models and mentors for students who are there to be prepared as teachers. Both the liberal arts and sciences faculty and the education faculty have responsibility for the preparation and future performance of teachers; however, too often there is a sharp dichotomy between the two. This program hopes to bring our schools' liberal arts and sciences faculties and education faculties together in their equal dedication to the preparation of teachers who are superbly prepared in academic knowledge and in pedagogical competence.

An interdisciplinary, inter-college group of faculty members will be established as a steering committee to share insights and strategies for the successful implementation of their various curricula. To the greatest extent possible, the CUNY Faculty Exchange Program will be used to invite instructors from one campus to spend a semester at the other. This practice will serve to enhance collegiality among faculty on both campuses and will further ensure the coherence of the academic, professional, and service components for students.

Outside Institutions, Agencies, Central CUNY, N.Y.C. Board of Education. This program will involve the Central Offices of the City University of New York in the mandatory review and approval process and will be presented to the New York State Education Department for approval and official registration by the CUNY Vice-President for Academic Affairs.

Linkages will be made over time with appropriate City, State and Federal agencies and programs to seek and identify additional financial and program support areas for our students. The program will be discussed with appropriate officials at the New York City Board of Education and, following approval, it will be widely advertised in the media.

Timeline. Roughly, half a year was needed to prepare the proposal; we began in December 1989 and completed

it in April 1990. We cannot, at this time, estimate a realistic time for completion of the review and approval process on each campus, by the Office of the Vice Chancellor for Academic Affairs, and by the reviewing offices of the New York State Education Department. However, many components of the program are in place as parts of approved academic programs. It may be possible, therefore, to begin one or more components of the program in a timely manner.

A realistic timeline will be fully developed in consultation with the office of the Vice Chancellor for Academic Affairs at CUNY and with the appropriate officials at the New York State Education Department.

The concept of the Joint Registration of associate degree and baccalaureate degree programs in teacher education represents a unique and important contribution to the field of teacher preparation. It addresses the increasing need for teachers in our schools; it focuses on

expanding the opportunities for minorities to enter a respected profession.

Through the joint registration of academic programs and the subsequent combining of resources and facilities, the program will be enabled to realize its multiple goals: to increase the numbers of students who complete their associate and baccalaureate degree programs at both campuses; to increase the number of academically well-qualified, certified minority teachers; to increase the number of minority teachers who will have had strong undergraduate experiences in mathematics, in the sciences, and in the use of computers.

The faculties, administrators, and staffs of Bronx Community College and of Lehman College of the City University of New York, look forward to combining our talents, resources, and facilities in this joint venture. Further, we anticipate the accomplishment of the stated goals for our students and for our institutions.

Comments on the Development of Jointly Registered Associate and Baccalaureate Programs in Teacher Education Between Bronx Community College and Lehman College, CUNY

Jacqueline B. Stuchin-Paprin

Bronx Community College

Thomas K. Minter

Lehman College

A thorough description of the Lehman College/Bronx Community College joint registration program appears in Thomas Minter's paper. In this paper, I would like to offer some analysis of the program: to take a look at what has helped its development and what could hinder it.

First, what processes have facilitated the formulation of our program thus far?

1. Success of previous transfer students.

A study at Lehman indicated that students who were graduated from Bronx and transferred to Lehman to complete their baccalaureate degrees were likely to be persistent and high academic achievers. Consequently, the upper division institution was interested in maintaining and possibly expanding linkages with the community college.

2. Favorable articulation agreements.

Important contributing factors to the Bronx students' success at Lehman might well have been the already existing articulation agreements and the favorable reception with which Bronx Community College students were met at Lehman. Transferring students were made welcome even before their arrival at the Lehman campus; an articulation officer came to Bronx periodically to advise graduating students and to assure maximum transferability of their associate degree credits. The presence of the articulation agreements and of this cooperation are enabling us to move more rapidly into joint registration.

3. Developing a program philosophy.

Given the smooth transition that students made from one institution to the other, it was inevitable that Bronx-Lehman representatives could forge a synergistic philosophy and set of objectives appropriate to joint registration.

It was clear at the outset that those of us who met

shared feelings of respect for our students' competence and professional potential. We were not deterred by bureaucratic obstacles; rather we were encouraged and supported by the respective senior administrators of both institutions.

These are the things that have helped. Now, let us look on the darker side. What are the obstacles or problems?

1. Expectation of completion in four years.

It is important to recognize that many of the students who come to us bring with them enormous problems associated with financial, social and educational disadvantage. They are often required to enroll in remedial reading, writing and math courses before first-year college courses. Their financial needs are frequently not met by state subsidies, so they must work part-time or full-time while attending school. Problems of health, housing, parenthood, family and cultural pressures are also deterrents to their academic progress.

It is, therefore, unrealistic to expect their completion of a baccalaureate in four years. Additional social and educational services, along with extended time, are needed for our students to fulfill their goals.

2. A need for staff development programs.

The implementation of the program will require some alterations in curriculum approaches. Of primary consideration is the need to provide cohesion between courses in teacher preparation and courses in the liberal arts and science areas, where students will be pursuing their majors. From past experiences, we know that such cohesion rarely exists.

In the chapter entitled "Recommendations," a recent AAC publication states: "Practice teaching should provoke consideration of content and how it is taught in addition to general pedagogy. Thus, arts and sciences faculty members have a critical role to play."²

² Joseph S. Johnson, Jr., et al., eds., *Those Who Can: Undergraduate Programs to Prepare Arts and Science Majors for Teaching* (Association of American Colleges: 1989).

The implication here is that students engaged in practice teaching, the culminating experience of their teacher preparation, should have experienced classes in which the teacher demonstrated superb teaching ability as well as knowledge of the subject matter.

But to achieve valuable teaching, the institution must show that it values teaching. It is essential that support service be provided for faculty to improve and expand their teaching methods. When interested liberal arts and science faculties meet with their colleagues in the field of teacher preparation, a wealth of seminal ideas and materials could be shared, with content courses even becoming laboratories for innovative teaching methods. Such cohesion, in addition to helping the prospective teachers, could in the long run help the college to avoid curriculum redundancies: by demonstrating effective teaching strategies in content courses, the college might comfortably reduce the number of required methods courses. However, to achieve this cohesion, there must be institutional commitment to an interdisciplinary staff development program, a commitment backed up by financial resources.

3. Limitations of instructional personnel.

Present financial constraints on New York City have extended to The City University of New York. These constraints are felt most sorely in the current restrictions on hiring new full-time instructors. At Bronx, we have to depend too heavily on adjunct faculty to teach the 450 students enrolled in the Education Associate Program. Adjunct faculty are valued members of the department, but they can be expected only to fulfill teaching assignments. They are not required to advise students or to attend faculty meetings.

Advisement and staff development, however, are crucial parts of the envisioned joint registration effort. Additional full-time positions will need to be offered in order to address the nonteaching services that are normally performed by instructional staff.

The last two of these problems are the more important ones, and they both stem from a need for funding. Once adequate monetary support is added to the support that already exists, the joint registration program has every chance of success.

Joint Registration of Associate and Baccalaureate Degree Programs in Technical/Vocational Teacher Education at New York City Technical College and City College

Ronald W. Holloway

New York City Technical College

The need to provide larger numbers of teachers from underrepresented populations (minorities and women) who are prepared to deal with advancing technology is well documented in the literature. Indeed, the United States' ability to compete in the world's economy is linked to the success of this effort. Japan, Western Europe, and "Pacific rim" countries are rapidly overtaking the United States in all sectors. A revealing story is told that when Congress mandated pollution controls on automobiles, the auto industry in the United States hired 2000 lawyers - - while Japan hired 2000 engineers! Clearly, to hold our place, we are going to need more people educated in science. And, according to the *Workforce 2000* report from the Hudson Institute, underrepresented populations will make up the majority of the new workers who will be entering the workforce in the 21st century. Economists predict that unless these populations are enfranchised and empowered to contribute significantly to the competitiveness of this nation, we can expect a standard of living, in the 21st century, that looks like that of a third world nation.

These are the same individuals who are traditionally not well served by our educational system. More pointedly, they are also the very populations who have been less likely to pursue studies in those disciplines that will provide access to careers in science, engineering and technology. Those few who do succeed in these areas of study generally do not pursue careers in education. Industry outbids the education sector, a situation which further exacerbates the shortage problem; industry is, in essence, eating what little "seed corn" the system produces.

As noted in Denis Paul's presentation, one of the reasons for initiating jointly registered teacher education programs between two-year and four-year institutions is the fact that large numbers of minority students begin their education in lower division associate degree programs. This is certainly true at New York City Technical College, which graduates 17 percent of the minority engineering technicians in the nation and 48 percent of the minority engineering technicians in New York State. The

demographics of the students enrolled in the college closely match the workforce profile predicted by City Tech for the next century. New York City Technical College and City College of New York are natural partners in launching jointly registered technical education programs. City College, a/k/a the "Free Academy," was established in 1847 to provide tuition-free higher education to disenfranchised citizens who were not being served by the private institutions of that period. Its curriculum was revolutionary in that it offered a course of study including mathematics, science, and civil engineering - - as opposed to the traditional classics-based curriculum generally found in institutions of higher learning of that era.

New York City Technical College, founded a full century later in 1946, was one of four State institutes that was established to educate returning World War II veterans. It additionally had the mission to develop technical programs that reinforced theory with intensive laboratory work, using "state of the art" equipment representative of that in industry. It is the laboratories that distinguish a technical college from other institutions. Since these laboratories must reflect current technology, the College has by necessity developed a close articulation with national, regional, and local industries and businesses that help maintain the technical currency of the programs with advice on curriculum and laboratory design and often with donated equipment.

The two institutions have a long history of collaboration and articulation. Many graduates of New York City Technical College have continued their education in upper division baccalaureate programs in engineering and engineering technology. In addition, the colleges collaborated on an Industrial Arts Education program that followed a "2+2" model.

To use matrimony as a metaphor for jointly registered collaboration, City College and New York City Technical have been married, divorced, and remarried. The first "marriage," the previously mentioned "2+2" program in Industrial Arts Education, was dissolved during the city's 1976 budget crisis, because of poor enrollment.

Poor enrollment resulted from the fact that Industrial Arts graduates were feeding a single employer - - New York City Board of Education - - which was then paying these individuals lower salaries than new graduates of other A.A.S. programs could command.

We were determined to make the remarriage stronger - - and I believe we did. The fact that I am representing both colleges at this conference is testimony to the fact that the proposed collaboration is a strong one. The colleges have developed two tracks. One stems from the traditional transfer A.S. program, which was specially designed to incorporate the strengths of these two colleges. It includes laboratory-based courses from the rich array of technologies offered at New York City Technical College, along with the opportunity to take lower division educational courses offered by CCNY faculty and the possibility of doing student teaching in technical education at New York City Technical College or one of its

feeder high schools. The second track is a modified version of an existing A.A.S. degree in Computer Assisted Design/Drafting (CADD) Technology, which provides students with two distinct opportunities when they complete their studies. They can obtain positions as computer-assisted design/drafting technicians, earning a competitive salary from industry, or they can continue in the jointly registered program to obtain their baccalaureate degree in technical education.

We have thus provided more options for students while simultaneously offering inducements for minority students to become our "seed corn" for the 21st century. These students will enable us to help avoid a shortage of technical teachers, and they will in turn act as role models to attract and successfully produce more scientists, engineers, and technicians for the next century - - thereby securing the nation's technological leadership position.

• • • • •
**JOINTLY REGISTERED PROGRAMS
INVOLVING PUBLIC AND
INDEPENDENT INSTITUTIONS**

Pace University/Borough of Manhattan Community College: Proposed Joint Registration

Kate Griffin
Pace University

Sadie Bragg
Borough of Manhattan Community College

Pace University students register for summer courses at Borough of Manhattan Community College, and BMCC graduates apply for admission to Pace. The schools have a history of linkage as neighbors and cooperators in education, and time has increased their respect for each other. Time has also introduced the need for a formal statement of articulation for the Early Childhood Education/Early Childhood Development programs at the elementary level, and joint registration at the middle school/secondary level. The proposals accompanying this statement will be designed to provide a continuum that will outlast changes in faculty and administrative personnel.

Many facts about the Pace-BMCC relationship contribute to the viability of these proposals: the strength of informal arrangements, framed as the Admissions staff and department chairpersons at Pace worked with their counterparts at BMCC to establish agreement on transfer credits; the excellent performance of BMCC students at Pace, showing the strong foundations laid at BMCC; and the strong interest of other schools at Pace (such as the Lienhard School of Nursing and the School of Computer Science and Information Systems) in participating in joint registration with BMCC. However, because the proposals are still at the discussion stage and new teacher certification standards will affect the final agreement, only two jointly registered programs will be reviewed here: the middle school/secondary school joint registration for the B.A. in Spanish with an education minor, and the B.A. in Social Sciences with an education minor.

The concerns of joint registration are admissions standards for both institutions; advisement structures that ensure that students will neither lose credits in the passage from one institution to another nor be lost to either institution; financial aid advisement to provide students with the necessary information on scholarship and loan assistance; the choice of appropriate degree programs; and preparation for professional development as teachers.

Admissions standards at Pace University include a high school average of between 80-85 percent and a com-

bined SAT score of 900, with no less than 400 on the verbal test. This differs from the admissions policy of BMCC, which requires a high school diploma or equivalency diploma, but does not specify high school averages or SAT scores. Most BMCC students should qualify at Pace, however. The admissions process at Pace is designed to protect students, not to discourage them from beginning a college education; it therefore is willing to go beyond general rules and to consider applicants on a case by case basis. Thus a student who left school some time ago, earned a high school equivalence diploma, but has no SAT scores, may be admitted.

All education majors at Pace are required to maintain a minimum cumulative grade point average of 2.5 or "C+." Those who cannot maintain this average are required to leave the teacher education program. BMCC students would be required to maintain the same average. BMCC students, however, would also be permitted the same academic probation status in use at Pace: one semester on academic probation, one semester on final probation, and mandated withdrawal from teacher education if the average is not 2.5 after one year on probation either at BMCC or at Pace.

Students would need a letter of reference, preferably from a teacher or principal at their high school, something that is advised but not required for students now applying to Pace. The dual purpose of this is to establish identification of the students as future teachers and, wherever possible, to encourage a mentoring relationship between the educator writing the reference and the student planning to teach.

Every freshman entering Pace is required to take placement tests in mathematics, English, and reading. The last two tests were successfully combined in June, 1989, and this combination may continue in the future. Entering students at BMCC also take placement tests, currently the CUNY Freshman Skills Assessment Tests in math, English, and reading. As the situation now stands, BMCC students in the jointly registered program are thus required to take both sets of tests - - clearly an undesirable situation. Negotiations are therefore underway to

revise requirements so as to eliminate this double hurdle for the students in the jointly registered program.

The program is designed to draw historically underrepresented minorities into the teaching profession. For this reason, recruitment would focus on students from those minorities. Funding for this program is not guaranteed, but Pace has instituted the funded Teacher Opportunity Corps (TOC), which does offer aid to minority prospective teachers, and is seeking other government funding. The very success of the TOC program shows that the deterrent to these students is the high cost of education. For this reason, financial aid advisement is imperative, and students would be counseled on an annual basis, before filing each year's application for aid.

A cadre of no more than 10 students, admitted in the Fall semester, is envisioned. The anticipated beginning of this program is Fall 1991, and the students would be identified as the Class of 1994, to establish the continuity of their experience in both institutions.

Recruitment for a jointly registered program loses credence if the students are not provided with the guidance that helps them through both degrees. Advisement structures must therefore be in place for students. The two goals are retention of students, and courses which are accepted for both the AA and BA.

Course evaluations have been done for many of the courses required of all BMCC students, and more are proposed. BMCC is also interested in coordinating syllabi in other courses, so that courses which now are accepted as electives towards a baccalaureate degree will be accepted as Pace University core or major courses. This collegial effort should simplify decisions for students.

Advisement is the critical factor. Students need to know in advance which courses will be accepted, in which areas they will be applied, and most of all which courses will be appropriate for careers as teachers. The first two questions can be answered by anyone with a check-off list; common workshops will be developed which will provide exact course names and numbers for immediate information. The last is the important one. Our plan is that students will receive special attention from the moment that they apply to the joint degree program.

This attention will begin with an advisement session with the Admissions Office and Financial Aid Office, so that students will understand admissions criteria and financial aid requirements; state and federal aid and loan programs will be discussed. Special attention for students in this program will continue in the form of semester by semester advisement from both BMCC and Pace, beginning with their acceptance into the program. It is essential that the students identify with both institutions and form long-range plans based on that identifica-

tion. This can be done only by meeting regularly with faculty and identifying themselves as a group. The experience of the Teacher Opportunity Corps, designed to draw minority students into the teaching profession, has shown the benefit of such counseling and identification. In contrast to the traditional transfer process, in which students are admitted, counseled, and left in isolation, joint registration would introduce a socialization usually denied to transfer students.

For increased identification and assistance, a counselor would be assigned both at BMCC and at Pace. These counselors would be faculty members with experience in teacher preparation and sensitivity to the needs of first-generation college students. Both BMCC and Pace administrators would monitor the overall program, serving as general resource persons connecting and referring the students and counselor to college resources.

Friendships formed with other students and with faculty help support students through the process of teacher education. The advisement plan described above would allow BMCC students to attend events at Pace, such as the Chinese New Year Extravaganza, and the meeting of the Pace Education Alliance, and to otherwise identify with fellow students. These students would be assisted by volunteer mentors from the Pace Education Alliance and, meeting faculty each semester for advisement, they would have no hesitation in asking questions when they meet in class.

Academic achievement is expected of students who will in turn teach. To encourage students to apply to the Honors Program, they would be invited to attend the Honors Program lectures at both BMCC and Pace. As further motivation for achievement, an Annual Dean's Luncheon would acknowledge and celebrate the students' accomplishments. It might also be possible to hold a reception for the entering class each fall.

Students who are linked in these ways with both BMCC and Pace will be unlikely to drop out of the program because of isolation, discouragement, or lack of incentive. Other factors, such as financial hardship or personal difficulties, are more unpredictable, but students who have become familiar with the workings of the educational system are more prepared to speak to a financial aid counselor about loans, apply for student aide positions, and ask the faculty about personal counseling. They have the necessary introduction to these resources.

The choice of the first degree programs to be jointly registered is based on the need for deeper understanding of crosscultural and bilingual education in a society where diversity increases, and the distance between diverse cultures decreases. The average middle school/secondary school teacher in the New York metropolitan area will have a classroom in which recent

emigrants from Russia, Asia, and South America study with classmates of Afro-American, Hispanic, and Euro-American backgrounds. This requires an unusual flexibility of mind and depth of preparation on the part of the teacher, who must respond to equal intelligences, but different cultural backgrounds, as well as different levels of English language skills and academic preparation.

Finally, students must have a sense of themselves as future educators. For the benefit of the school systems of the future, these students must not be lost to education. Students can be prepared for the National Teacher Examination, for interviews, and for graduate school applications. What may well be of greater long-range importance is preparing them, through observations in schools and frank discussions of the challenges and pleasures of teaching, for their student teaching and their careers. This kind of education for their profession has been infused into all the education courses at Pace, so that fieldwork, multicultural experiences, and special education elements enter into all courses.

Joint registration is desirable in that it provides all these advantages, but lastly, it is desirable because it provides a continuum. However cordial the relationships between institutions, the understandings that exist

between departments are workable only as long as specific individuals remain; an informal agreement is vulnerable to changes in faculty and administration. The formal agreement outlasts any such changes, and provides new faculty and administrators with the basis for a continuing relationship, beneficial to all, but especially to the students of both institutions.

What we have is a proposal, based on discussion and on our hopes for the project. This will be reviewed by selected faculty at both BMCC and Pace University; presented to the Provost at Pace and the Dean of Academic Affairs at BMCC; approved by the officials of both BMCC and Pace; and finally implemented, first by the Admissions Offices. Until approval is received, nothing is final, and approval will almost certainly be dependent on external financial support, such as State funding. While both Pace and BMCC are committed to student interests and the recruitment of minority teacher education students, a fully developed joint registration will require additional support in the form of appropriate facilities, increased faculty hours, and other such matters. Our hope is to achieve all these goals, for the prospective teachers we recruit, retain, and educate will shape the 21st century.

Achieving a Viable Jointly Registered Teacher Education Program: Three Modest Proposals (Bridging The Alleged Gap Between Publics and Privates)

Michael A. Balas

Nassau Community College

Nassau Community College and the School of Education of C. W. Post (L.I.U.) have signed a clear and concise articulation agreement for the establishment of a dual admission/guaranteed-transfer program which will lead to elementary certification (N-6) after four years as well as to the associate and baccalaureate degrees. This program is often referred to as Jointly Registered Teacher Education Program (JRTEP).

There is nothing especially innovative in this. But, given the State Education Department's call for such agreements and program proposals in April 1989, the Nassau-Post agreement stirred immediate and wide reaction both in the communities served by the schools and at the state level, with supportive interest exhibited by the Department and the State University of New York Central Administration.

For ten months prior to the Department's call for such agreements and program proposals, Nassau and Post had been in serious negotiations regarding a more uniform articulation and guaranteed-transfer for students seeking to become elementary school teachers. The Department's call for proposals "preached to the already converted" and added another concern to the matters then under serious discussion: the declining number of capable persons from underrepresented groups entering teaching.

Shortly afterwards, the two schools signed a joint admissions and guaranteed-transfer agreement and submitted a program proposal. Faculty and administrators who put together this proposal found that three modest but very crucial "virtues" need to be nourished and encouraged in order to effect an articulation/program proposal that is attractive to its target population, realistic in its aims and goals, and honest with its students. These "virtues," simply put, are Commitment, Flexibility, and Specificity.

COMMITMENT

A good faith intent to improve the quantity and quality of persons entering public school teaching must be matched by commitments of institutional resources,

strong administrative involvement, and faculty leadership support. From the outset, Nassau's Academic Vice-President lent the weight of his office to JRTEP, as it came to be known; an Associate Dean of Instruction was assigned to JRTEP and remained in charge until the proposal was mailed to Albany. Post's own Dean of Education likewise supervised the project from beginning to end.

Faculty leadership became involved with JRTEP in its early stages: meetings with academic department chairpersons were held, especially with those whose programs might be impacted. At Nassau, key liberal arts chairpersons were consulted and their assistance solicited since the JRTEP proposal involved a restructuring of the A.A. in Liberal Arts and Sciences (Humanities and Social Sciences). Leadership of the Academic Governance organizations was consulted regularly for comment, both favorable and unfavorable.

Resources may not seem a major problem, since the community college has an already established associate's program with which to build the liberal arts base and the upper division school of education has its established program and faculty. But this program will need resources other than these, for an integral component of it will involve the aggressive recruitment of persons from underrepresented groups. It is precisely these groups that have a declining number of individuals entering teaching. Therefore the coordinator of the JRTEP program, especially at the community college, must be able to develop outreach programs, must be able to develop *credibility* as well as enthusiasm, and must be able to use community power structures to further the aims and goals of this program. All of this involves commitment of resources, be they time, public relations, or money.

FLEXIBILITY

Implicit in the dealing between both institutions is a willingness to negotiate and compromise. On any collegiate campus there is an endemic and often pervasive fear that established programs/courses/institutes, etc. will be threatened by anything new. This can lead to rumors,

worry, and possible delay in program approval. This possibility can be avoided, or at least ameliorated, by the inclusion of department chairpersons and academic governance leadership early on in the process. At Nassau the use of such leadership enabled us to modify a health-related course with a 90 percent emphasis on alcohol abuse so that it came to reflect a 50/50 alcohol/substance abuse profile. In another instance, a department accustomed to a four-course sequence in liberal arts, agreed to a reduction because of the skilled negotiating of its chairperson. Similarly, the cooperation between administrative and academic leadership was *crucial* in the successful campus approval of JRTEP. The academic integrity of courses and program was never compromised, but "horse trading" was necessary on both sides. Without such flexibility, the viability of the program is doubtful.

SPECIFICITY

In the Nassau-Post agreement, both parties desired to avoid the "trap" fallen into by some institutions in the state: a loosely worded and vaguely structured articulation agreement leading to situations where students who should be guaranteed 60-64 transfer credits are allowed only 45-50 because of the interpretation of requirements by one campus or both. To avoid this pitfall, both Nassau

and C.W. Post *agreed to the JRTEP program on a specific course by specific course, item by item, semester by semester basis*. To some this may appear either as rather confining or as contradictory to the notion espoused in community college liberal arts thinking: liberal arts means greater choice. JRTEP does limit choice; JRTEP does confine in its own way. The programs you will contemplate developing between two-year colleges and upper division schools of education are not academic shopping sprees for the undecided or the uncommitted. This *Jointly Registered Teacher Education Program* is precisely what the title states — teacher education, not a ramble through the curriculum. It seems obvious to both of us that the transfer credibility and, ultimately, the viability of the JRTEP program rest on the presence of **guaranteed transfer**.

FINALLY

We have attempted to share with you not so much a recapitulation of the week to week negotiations and "horse trading," nor a synopsis of what we believe is good academic "politics." Rather, we have hoped to share the discoveries we made in the process of developing what we believe to be a viable and credible teacher education program. Essential to that, we believe, are **COMMITMENT, FLEXIBILITY, AND SPECIFICITY**.

C.W. Post School of Education Partnership with Nassau Community College and Suffolk Community College

Helen Greene

C.W. Post/Long Island University

Collaboration among school systems, community colleges and schools of education is a necessity, for none of these institutions can really exist in isolation. We have a symbiotic relationship: the four-year colleges produce the teachers for the schools, and the schools in turn produce college students, who in their turn may go on to become classroom teachers. Inherent in this situation is the need to persuade minority students to consider teaching, for we need them as role models for the coming generations.

Many minority students attend community colleges, and yet few come to our School of Education. Therefore, when the State Education Department asked for proposals for jointly registered programs between four-year schools and community colleges, it was natural for me to turn to my colleagues in the community colleges and ask if we could work together. C.W. Post started to work on this project with Nassau Community College, building on existing negotiations regarding a more uniform articulation and guaranteed transfer program for students who wished to become elementary teachers.

We joined Nassau's AA in Liberal Arts, Science, Humanities and Social Sciences with Post's BS in Elementary Education (N-6) to form the jointly registered program. We knew from past experience that, while we receive many transfer students from community colleges, very often the courses they have taken are not appropriate for the elementary education certification program. Thus students coming in with 64 credits and their AA degree may still have to take extra credits to graduate with the elementary education certification. We had to take steps to make sure this would not happen in the future.

As there is a strong movement to upgrade the liberal arts knowledge and skills of prospective elementary teachers, it made sense to have the students concentrate their first two years in the academic fields. Post has a very strong core curriculum and wished to ensure that the knowledge required in the community college courses was comparable to the academic content that the faculty at Post felt all students must have. Helping the negotiation was the upcoming change in certification

requirements which, as of 1993, will require all elementary education majors to have a liberal arts major. The fuller the exposure to a liberal arts field in the community college, the greater the likelihood that a student may decide to choose that field as his or her liberal arts major. This argument was a very powerful one for the liberal arts departments.

The increased emphasis on liberal arts courses during the first two years in college increases the accountability of the community colleges for the general knowledge of their students; when the students wishing to become juniors at the four-year college take the National Teachers Examination sections on Communications and General Knowledge, the community college will be held responsible for their scores. All in all, the colleges have to work together to make sure that the students have the knowledge that they need. Certainly an item analysis of the tests has to be done for the community college to be aware of changes that might be necessary, and Post would be held accountable for any necessary remedial work as well for the covering material in the Professional Knowledge section of the NTE.

We also had to work out joint admission standards and to make sure that the students interested in becoming teachers would have all the counseling and any extra help they needed. The faculty at Nassau felt that students interested in teaching should be helped to gain some sense of what teaching is all about, so as to decide early in their college career if teaching is to be their chosen field. The students therefore should have some field experience in both elementary and special education classrooms and should participate in a seminar to discuss current issues in education. As C.W. Post has close contact with the public school systems, it would be Post's responsibility to help open those school systems for the field work that would be done by the community college students.

Both schools also felt that an ongoing periodic review was absolutely necessary: two years after the first class starts, the program should be examined to make sure that the original purpose and goals were being carried out.

Once Post had worked through the joint program with Nassau Community College, it was much easier to repeat the process with Suffolk Community College. Of course, different problems arose, because of the difference in courses and in faculty members. But with the aid of the preceding experience and of Suffolk Community College's Vice-President, another jointly registered program was created.

We have just received the State Education Department's notice of receipt of the jointly registered program between Nassau Community College and C.W. Post. We expect by the fall term of 1990 to see our dreams come into existence. *If the program succeeds, it will help the children in the classrooms of the public schools and perhaps also give us a cadre of teachers that we had never reached before.*

Joint Articulation Agreement for Teacher Education: Long Island University and Suffolk Community College

Carol A. Paul

Suffolk Community College

Long Island University (LIU) and Suffolk Community College have had a Joint Articulation Agreement for a number of years. Last spring, when the State Education Department encouraged specific agreements and joint proposals for teacher education programs, the Vice-President of Academic Affairs at Suffolk and Dean of Education at LIU decided to develop such a program.

Suffolk is a tri-campus institution on the eastern end of Long Island, with a student population of approximately 21,000. The Western Campus is in Brentwood, a town with the highest population of Hispanics outside of New York City. Minority populations are growing across the County, and a need clearly exists for minority role models in the public schools. A desire to help meet this need is one of the goals underlying the jointly registered teacher education program between Suffolk and LIU.

The new joint program will link Suffolk's AA in General Studies with LIU's BS in Education. (See course listing at end.) Students will be accepted into the program on a joint admissions basis provided they have graduated from high school in the top five deciles. Students graduating from Suffolk with a 2.5, or better, will automatically be transferred to LIU with junior year status and guaranteed transfer credit of 64 hours towards their baccalaureate. Entering students who fall below the

fifth decile will be accepted into the first year of Suffolk's Liberal Arts and Sciences: General Studies Emphasis program. If these students achieve the required cumulative GPA of 2.5 by the end of their second semester, they will be admitted to the jointly registered program as if they had originally been admitted to it.

The first two years of the program were designed by carefully identifying courses from Suffolk's existing General Studies degree that would satisfy LIU requirements for its four-year BS in Education. Suffolk provided its curriculum to the LIU Dean of Education and the education faculty for review. At Suffolk, review was done by the Vice-President of Academic Affairs and the three Deans of Instruction. This two-school review permitted extensive discussion and the inclusion of the broadest range of courses. After phone conversations between the two schools and several draft versions, the two institutions agreed upon the course sequencing.

The fact that Suffolk had no preeducational degrees probably made the process less difficult, because Suffolk was tied only to its General Studies curriculum and its arts and sciences content, not to any pedagogical consideration. Most of all, however, the design of the program went smoothly because of the good interaction between the two colleges.

LIU - SUFFOLK TWO-YEAR JOINT PROGRAM - ELEMENTARY EDUCATION

Core	LIU-Post Course	Suffolk
Language Literature (6 crs. required in one subject area)	French 1,2,3,4,11,12 or German 1,2,3,4,11,12 or Hebrew 1,2,3,4,11,12 or Italian 1,2,3,4,11,12 or Spanish 1,2,3,4,11,12 OR English 7,8 or English 11,12 English 9,10	Fr 11,12 or 13,51,52 GE 11,12,51,52 (No equiv. GER11,12) No equiv. IT 11,12,51,52 (No equiv. ITL 11,12) SP 11,12, or SP 13,51,52,62 EG 85,86 EG 61,62 EG 71,72
History/Philosophy (9 crs. required -maximum of 6 crs. in one area)	HIS 1,2 or HIS 3,4 or Phil 11,13	HS 11,12 HS 33,34 PL 11,55
Political Science/Economics (6 crs. required in one subject area)	Political Sci 1,2 or Economics 11,12	PO 15,25 EK 21,22
Social Science (6 crs. required in one subject area)	Sociology 1,2 or Psychology 1,2 or Geography 1,2 or Anthropology 1,2	SO 11,12 PC 11, PC 12 GY 16, GY 17 AN 11 (No equiv. for ANP 2)
Laboratory Science (8 crs.)	BIO 1M, 1S Science 1,2 Chem 3,4 Physics 3 Physics 4 Physics 9 - Astronomy Physics 10	BY 14,50,52 Chem 33,34 PH 71 & 72 PH 73 & 74 ES 11 or 21 ES 12 or 22
Fine Arts (6 crs.) (Maximum of 3 crs. in one area)	Art 1,5,17,18 Music 1,2 CIN 11 THA 1,42	FA 12,33,30,60 MU 11,41 CO 17 TH 11,42

Core	LIU-Post Course	Suffolk	<i>continued</i>
Corelated Requirement	Math 15,16 SOC 69 PE 99	MA 21 (No equiv. for Math 16) No equiv. No equiv.	
Competencies	English 1,2 Quantitative Computer Oral Library	ENG 11,13 See Math 15 & 16 Any Computer Sci. course will be counted as a Liberal Arts Elective School of Education & Diction Screening at C.W. Post Exam screening at C.W. Post	
Education		Field Experience (1 credit)	

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**JOINTLY REGISTERED TEACHER
EDUCATION PROGRAMS WITHIN
THE STATE UNIVERSITY
OF NEW YORK**



State University of New York
State University Plaza
Albany, New York 12246

Office of Undergraduate Studies

May 31, 1990

ASSISTANT COMMISSIONER

JUN - 4 1990

HIGHER EDUCATION SERVICES

Mr. Mike Van Ryn
Assistant Commissioner for
Higher Education Services
The State Education Department
Room 5A37
Cultural Education Center
Albany, New York 12230

Dear Mike:

re: Notes on Dual Registration Programs

In the past few months, State University and the State Education Department have embarked on a project which will encourage the entry of minority students into teacher education. These programs have had special funding from the State University and have been fully supported by the Chancellor and the Provost. Four of these programs have been funded as follows:

1. College at Buffalo and Erie County Community College;
2. College at Plattsburgh and Schenectady County Community College;
3. College at Brockport and Monroe Community College; and
4. College at Fredonia and Hostos Community College.

The hope is that these relationships will allow the community colleges and the baccalaureate colleges to develop and encourage the training of minority teachers. This project, called the Venture Fund, will allow campuses to use monies for both the hiring of minority faculty and for support services for the programs. Thus far, one of these programs has already been registered by the State Education Department and the others will follow shortly.

Along with this project is the other SUNY initiative for underrepresented faculty. To date, SUNY has appointed over 70 of these individuals, many of whom will be tied into dual registration programs.

Sincerely,

J. Carter Rowland
Acting Associate Provost
for Undergraduate Studies

cc: Dr. Burke

On Developing a Jointly Registered Program: Or, How Far can Professional Preparation Stretch?

Donald H. Johnson

SUC at Brockport

Edward F. Lennert

Monroe Community College

For the past year we have been working with Monroe Community College to develop a jointly registered program (JRP). The activity in which we are engaged poses an interesting dilemma. On the one hand we are trying to solve an obvious need, attracting minorities to the profession, and on the other hand we have been given a prescribed solution, jointly registered programs (JRP), with the potential to create another set of problems. The extent to which we can juxtapose the two sets of problems and at the same time improve teacher preparation will be the measure of our success.

We have received two types of information from the State Education Department regarding the topic under discussion. The first focuses on a perceived problem and contains objectives such as the following:

1. Improve minority baccalaureate achievement,
2. Recruit minorities into teaching,
3. Provide students with programmatic aid and assistance in the process of moving from two- to four-year colleges, and
4. Provide scholarship aid to minorities who begin their work at community colleges.

The second type of information is more prescriptive. It imposes a solution - jointly registered programs - and describes characteristics of jointly registered programs:

1. Joint admission to programs,
2. Carefully coordinated curriculum,
3. Early and continuous student advisement, and
4. Attention to how students will be prepared to achieve qualifying scores on the Core Battery of the NTE.

A SUNY memorandum from Provost Burke goes even further, describing what type of field experiences should occur at each level of the programs.

The salient point from our perspective is that we are trying to solve a problem with a preimposed solution which, judging from our experience, has some major flaws.

First, let me share with you what is right about the plan to establish jointly registered programs:

1. Recruitment of minorities to teaching,
2. Support for minorities in the program, and
3. Articulation of two- and four-year programs.

We don't believe any of these objectives need to be questioned, and will not elaborate on the need, which is obvious to most if not all of us.

Second, let us share with you what is problematic about the move to jointly registered programs.

1. Joint admissions to the program, and
2. Increasing professional offerings at the two-year college level.

We will expand on each of these.

Joint Admissions to the Program

The requirement of joint admission to a professional program has the potential to solve some of the problems of concern but also ensures that the four-year colleges will need to control very carefully the number of students who enter through this route. Proliferation of JRPs could impose rigid quotas on an already overburdened system, increasing complexity while limiting choice. The senior college must determine how its openings will be allocated. Given the high demand and competition for teacher certification programs, the prospect for including large numbers of minorities via the jointly registered route seems problematic. If the JRP is not a targeted program, we may not see a significant increase in minority students in education.

The College at Brockport is in the process of establishing quotas for our elementary program. We have determined that, with our current level of resources (e.g., faculty, practicum sites), we can adequately provide for 75 elementary student teachers per semester. Therefore we will carry 80-85 students in each class. These 80 students will be selected from graduate students as well as under-

graduates, Brockport resident students as well as transfers, and from special target groups such as minorities and men (a minority in elementary school) and from specialized majors such as science and mathematics. If we allocate 20 of our transfer seats to MCC, how many of those seats should be allocated to the JRP? Also, how many of the JRP seats should be reserved for minorities, or will access be competitive? Will the criteria for admission at the two-year school be the same criteria used at the four-year school? If so, what is the likely impact on minority enrollment? Considering the transfer schools generally and our feeder schools specifically, we cannot expect to serve large numbers through the jointly registered programs. We see no reason to expand these numbers with the current employment situation, and we have no resources to do so without a reallocation of resources.

Increasing Professional Offerings at the Two-Year College

We have experienced a desire on the part of the faculty in the two-year colleges to increase the number of professional offerings. This is understandable, given the encouragement of the JRP movement. But what began as an attempt to improve articulation and perhaps offer an exploratory course has resulted in a request to teach more of the professional program at the two-year college. Given the lack of resources at the four-year college, we would welcome the relief if, in fact, moving professional course work to the two-year level should prove consonant with current reform efforts in teacher preparation.

If the JRP brings teacher preparation to the community college level and away from the locus of other professional programs, teacher education becomes more closely associated with the vocational and technical programs that are the domain of the community college. In this process the four-year institutions are caught between the proposals of the current reform movements, many of which suggest education courses at the graduate level only³ and the desire to find a quick solution to the immediate problem of attracting underrepresented persons to teaching.

If teacher preparation is perceived as vocational training characterized by apprenticeship models and careful socialization of newly hired people to the practices of the work force, then the jointly registered programs as conceived may be on target. Early memos describing the intent of the JRP suggest that some of the efforts of the community colleges would be in providing opportunities for students to observe and participate in teaching. Many argue that an early field experience is essential. Early field experience is helpful; however, the hypothesis that

early field experiences will produce better teachers is unproved and perhaps a myth.⁴ Providing more and earlier field experiences to students lacking the knowledge to benefit from them can serve to perpetuate the status quo rather than lead to improved teacher participation.

It seems that the intent of the JRP was to allow for an early observation course for the purpose of career development and exploration. This is a reasonable activity and very appropriate for the first two years of preparation. However, there is little incentive to take such a course if it does not count towards a program. Thus the full value of such an exploratory course can be realized only if the course is integrated into the education curriculum developed by the two schools, so that it satisfies any requirement the four-year college has for such a course.

Another issue develops when the faculties of the two-year colleges realize that one course is not much of a teacher education program and therefore request a second or third course. The danger of this kind of influx of professional courses at the lower level is that the four-year schools may have to fill the resultant gaps in general education preparation. What some fail to realize is that the general education requirements for teachers are in fact a significant part of the program. They are essential to the development of a well educated teacher. If teacher education is perceived as requiring professional preparation, then the professional preparation should be based upon a solid foundation of general education. *Only educated persons should become teachers.* If we are to improve public education, we must ask of the teacher education candidate, "Is this, in fact, a well-educated person?" We believe the AA and AS programs offered by the two-year colleges provide excellent preparation in the arts and sciences. These programs are often superior in that instruction is provided by persons hired to teach rather than to do research.

For our own students, we desire strong liberal arts preparation with a full academic major and adequate preparation in the content areas of mathematics, science, social studies and English. Why should we want less of students who come through the community college route? The message we seek to convey to students is that they need to be well-educated to become teachers. They need a good liberal education upon which to build a professional program. Students also need to be free early in their college experience to explore and try alternatives without the binding commitment to pursue a career in teaching.

As a teacher preparation institution, we have made a commitment to participate in the change in education. The objective of our program is not to induct or socialize

³ See *Tomorrow's Teachers: A Report of the Holmes Group* (The Holmes Group Inc.: 1986).

⁴ See Kenneth M. Zeichner, "Myths and Realities: Field-Based Experiences in Preservice Teacher Education," *Journal of Teacher Education* Vol. XXXI, 1980, No. 6, pp. 45-54.

new teachers into the current practices of the school district but rather, in cooperation with groups of teachers such as those in the professional practice schools, to ensure that our programs contribute to the following:

- a. improvement of student (pupil) learning,
- b. induction of the new teachers via a reflective approach to practice (not practice teaching), and
- c. establishment of a research-base for professional practice.

What are the alternatives?

If the problem being addressed by JRP is to attract minorities into teaching and support them in the process, there are alternative and reasonable ways to accomplish this. Most problems of this nature are resolved in part with incentives. Therefore, I concur with the intent of providing financial incentives to persons from underrepresented groups who will consider teaching. However, the problem of providing scholarship aid to minorities at the beginning of their college careers is a problem to be solved administratively within the bureaucracy. It is not a professional education problem and should not drive the revisions of our programs.

The first message we must convey to minorities and others is to become well-educated. Prospective teachers must be chosen from the well-educated if, in fact, education is to improve. We don't have enough minorities in teaching because we don't have enough minorities who are well educated and who select teaching as a profes-

sion. This is not solely a professional education problem, but also a societal problem.

The society through its institutions must make both pursuing higher education and excelling seem attractive routes for minorities. Then it is the responsibility of these institutions to recruit the finest into teaching. In this sense, the Teacher Opportunity Corps is exactly on target. The TOC, which recruits both on the senior campus and at the community college level, is an appropriately focused and targeted program with much greater potential than the JRP.

JRP can, however, supplement the existing programs. With respect to financial incentives, it can make certain kinds of financial aid accessible to qualified minority students at the beginning of their college education rather than midway. More important is its function of coordinating teacher education programs in two-year and four-year colleges - to ease the transition from one to the other and to emphasize the significant role played by community colleges in improving the general education of teacher candidates. The AA - AS Teacher Education Transfer Programs being developed by the community colleges are a step in the right direction, providing they resolve issues related to joint admission to programs and expansion of professional course work at the two-year level.

Jointly registered programs can and will be developed. However, they must not become the *modus operandi* of teacher education transfer programs. As our contribution to the enhancement of minority achievement, the College at Brockport and Monroe Community College are working on a JRP to prepare urban middle-level teachers.

Development of a Jointly Registered Teacher Education Program Between Oneonta and Hudson Valley Community College

Walter vom Saal

SUC at Oneonta

The State University College at Oneonta and Hudson Valley Community College have developed a joint registration agreement for the teacher education program in Elementary Education. This paper will describe some of the goals in developing this agreement, our accomplishments to date, and the nature of the agreement developed. We began with a five-point plan to develop a fairly simple joint registration agreement that derived from our existing articulation agreements. I will describe the degree of our success in carrying out that five-point plan, and the joint registration agreement that resulted.

BACKGROUND

SUC Oneonta and Hudson Valley Community College have had articulation agreements since 1975. These include existing programs to transfer Hudson Valley's early childhood majors and liberal arts/humanities and social science AA majors into Oneonta's Elementary Education Baccalaureate program.

In the spring of 1989, Dr. Linanne Sackett and I, the Vice-Presidents for Academic Affairs at the two colleges, discussed plans to develop a joint registration program. Those involved in subsequent joint planning efforts included Dr. Betty Jalbert, Dean of Professional Studies at Oneonta; Dr. Vincent Foti, Assistant Vice-President responsible for articulation agreements at Oneonta; Dr. Fred Kurkowski, Chair of the Education Department at Oneonta; Ms. Holly Christensen, Director of Continuing Education at Hudson Valley Community College; and Ms. Holly Pennock, a faculty member at Hudson Valley Community College.

GOALS

An initial meeting of several of these individuals led to agreement on a five-point plan. The following steps were initiated:

1. Clarification of existing articulation agreements between our two institutions;
2. Additional meetings of senior administrators from

the two institutions to plan and propose a joint registration agreement;

3. Efforts to involve faculty from the two institutions in several joint planning efforts;
4. Meetings or discussions with the State Education Department and SUNY Central Administration to clarify and expedite the approval process for jointly registered programs;
5. Development of a course, "Introduction to Teacher Education," to be taught at Hudson Valley Community College. SUC at Oneonta faculty have submitted their proposal to HVCC for approval of that course.

RESULTS

We can report success on the primary goal of our plan. Points 1 and 2 above were accomplished. We did meet, and we proposed a joint registration agreement which has been signed by the Presidents of both institutions and submitted to SUNY. The course described in Point 5 has also been developed. Regarding Point 4, the expedited approval process, we understand that an effort has been made to streamline the approval process for joint registration programs in teacher education when, in cases like ours, the jointly registered program is based on an existing articulation agreement whose components are already registered. We eagerly look forward to rapid approval of the joint registration agreement that has been submitted.

We can describe less success with regard to Point 3. Our original goal was to involve faculty from the two institutions in several joint planning efforts. Our reason for this was to increase contact between the institutions on a variety of levels, in order to make the entire joint program more successful. We hoped to arrange meetings in which faculty from the two institutions would discuss:

- Ideas for outreach and motivation efforts to reach minority students;
- Planning for early experiences in teacher education

that would be appropriate in the two-year setting and would also meet requirements of the four-year program.

In retrospect, it was perhaps unrealistic to expect that we could involve faculty in significant joint planning efforts at this particular time. At my institution, in particular, the faculty in the Department of Education has been overwhelmed this present year. Because of the staffing problems, virtually every member of the department is teaching an overload. On top of that, there is an enormous effort underway to make major revisions in virtually every aspect of our teacher education program, due to changing State requirements. In the face of these obstacles, it was difficult to initiate and carry out the kinds of joint planning efforts initially envisioned.

This is a particular disappointment to me, because I have a number of ideas about possible outreach programs to attract minority students into teacher education. I think there is much we can do involving high school students, junior high school students, and parents in our efforts to encourage minority students to attend college and to become interested in teaching. I am still hopeful that, when the current flurry of activity slows somewhat, we will be able to get interested faculty members to devote their energy to generating creative ideas in this area.

In the meantime, we can be pleased that a joint registration program has been developed. A brief description of the program follows.

JOINT REGISTRATION AGREEMENT

This agreement provides Hudson Valley Community College students the opportunity to enroll in an registered teacher education program at the two-year college level, earn an associate degree, and transfer to SUC Oneonta, to complete the Elementary Education (N-6) Baccalaureate degree program in an additional two years.

A second purpose of the jointly registered program is to provide a way to identify, at the two-year college level, culturally diverse students who could benefit from the guarantee in the agreement. The jointly registered program allows us to recruit underrepresented groups into teacher education programs and to maintain them there. It is designed to assure that prescribed courses are completed, necessary support services are provided, and a vehicle for special financial aid eligibility is available.

Eligibility for the Program

Admission decisions are the responsibility of a four-person committee made up of the Program Coordinators and the Directors of Admissions from both institutions. Admission criteria will be developed by the committee

members and will be consistent with admission standards at both institutions.

Hudson Valley Community College graduates will be guaranteed admission to the final two years of the program at SUC Oneonta, provided they complete the prescribed programs with a 3.0 or better grade point average. Provisions have been written into the agreement for consideration of students who have between a 2.5 and 2.9 grade point average.

Special attention will be given to the recruitment, admission, and retention of minority students.

Procedural Guidelines

Arrangements for admission to the jointly registered programs will be accomplished through a joint application form. Specific deadline dates are incorporated into the agreement for application to the program, application for financial aid, deposit submission, and so on. The following institutional commitments are written into the joint registration agreement.

Institutional Commitments

1. A place will be reserved in the State University College, Oneonta Elementary Education program for each Hudson Valley Community College student who meets admission criteria.
2. Hudson Valley Community College students admitted to Oneonta will have full junior standing and should complete the secondary stage of the program at Oneonta within two years.
3. Hudson Valley Community College students will be guaranteed the courses required to complete the program at Oneonta, including student teaching.
4. Oneonta and Hudson Valley Community College will design and insure implementation of an introductory education course for inclusion in Hudson Valley Community College Associate Degree programs.
5. Oneonta and Hudson Valley Community College will begin exploring opportunities for the exchange of faculty for teaching on each other's campuses.
6. Oneonta and Hudson Valley Community College will begin exploring opportunities for sharing resources, where appropriate.
7. Program Coordinators and Admissions staff will develop methods to publicize the program in official college publications and, perhaps, in a special program brochure.
8. Faculty members will be identified on each campus for purposes of advising students in the program.

9. The Program Coordinator at Oneonta will provide information to Hudson Valley Community College students regarding campus activities, program information, orientation program, and other concerns of general interest to transfer students.
10. The Program Coordinators, Directors of Admission, and other appropriate faculty and administrators from both institutions will meet periodically to review curricular requirements, admissions criteria, number of students to be admitted, procedural guidelines, and any other agenda items necessary to facilitate the program.
11. Following the graduation of one class of students, probably May 1994, the Program Coordinators will conduct an evaluation of the program.

Remarks on Some Trends in Education

Linanne Sackett

Hudson Valley Community College

In no way do I wish to negate the importance of current trends in increasing knowledge requirements to attract the brightest and best to teaching. However, I worry about reinforcing traditional definitions of access and achievement.

The current teacher education standards, including foreign language fluency and training in academic concentrations, have refined and reestablished the long standing model of "Teacher as Scholar." From our earliest history, teachers in our communities were appointed because of their attainment of superior knowledge; however, over time, low salaries and poor working conditions have tended to erode our ability to attract the best and the brightest to the profession. Current standards have admirably attempted to reverse this tendency and to reestablish the "Teacher as Scholar" as our model.

This model, however, must not become the singular access model to teacher education, especially if we are to attract underrepresented individuals. The model focuses on content or knowledge at the expense of life experience. It may be said to picture the student as an "empty cup," in whom newly acquired knowledge can be poured to shape and form the ideal teacher. But knowledge without relevant life experience has never been sufficient. There is a great difference between filling an empty cup and - - to use another metaphor - - lighting fire in terms of motivation of students. Fire and commitment to a profession come, at least in part, from relevant experience.

Look at the foreign language standard as an example of the power of life experience as a motivator. Visitors to countries overseas are constantly amazed at the multilanguage fluencies of even lowest level hotel employees. But with countries overseas being about the size of some of our states, their residents need to be able to communicate with each other. The social, economic, and cultural fabric of the countries require an interdependency; i.e., their life experiences require it. An equal need of interdependence has not occurred in the

U.S., but the need is beginning to escalate globally. The time is therefore ripe to promote language fluency in our curricula, but it must be bolstered by relevant life experiences to be effective. The old adage, "If you don't use it, you lose it," is still true today, regardless of the knowledge or skills required.

The important role that life experience plays in education has been recognized by some of our colleges, for some have made arrangements whereby students can receive college credit for things they have done in the community. This capacity to give credit for life experience addresses the two key issues for attracting underrepresented individuals: access and achievement. A career ladder model, although it takes longer than the Teacher as Scholar model, builds on experience and allows individuals to work their way into a profession. A low-income single parent may not be able to enter a five-year, uninterrupted, residential program; nor can he or she afford to relocate to a remote residential campus. A person in this position needs a program of study that blends life experience with locally-provided part-time course work towards the baccalaureate degree. Community colleges provide the relevant access and potentials for experience.

Life experience brings a relevance to our curriculum requirement, and so, as educational leaders, we need to be concerned with expanding the life experiences of both our faculties and our students. Some of our faculty members haven't explored a public or inner city classroom in twenty years. They need to be reeducated in a community context - - through participating in the experiential context of the children and parents they are attempting to educate. Where life experiences are similar and touch, the understanding of other people can increase. We need to create a fuller appreciation of such life experiences and to give college credit for those judged worthy, whether planned or unplanned.

Community colleges have provided early childhood education through community-based field experience and have developed parents as teachers through a career

ladder approach. Inner city schools have supported the model through a "Head Start" approach and by building self-image, self-esteem, and relevant skills over time. The approach has been successful: many of our graduates are now fully certified and are teachers or administrators in large city centers. These graduates report that the experiential components of their education have made an important contribution to the professional persons they have become.

I see this successful experience-based model being threatened by the current "teachers as scholars" model. I fear there is pressure from bureaucrats and four-year colleges to have a single, simplistic access to and definition of achievement as course work completion or knowledge attainment. Four-year colleges are attempting to direct two-year colleges to provide only two years of directly transferable general education, consisting of

theory-based liberal arts, at the expense of less-easily transferable field-based or experiential credit.

In addition, four-year transfer education programs, like business programs, are telling the two-year units that only they have the requisite talent to teach the major courses, and these courses should be taught only at the upper division levels. The schools thus are asking students to delay study of their major and, consequently, to delay their involvement in their chosen career. This tendency, combined with a reluctance to give transfer credit to life experiences, points towards the possibility of the community college's curriculum becoming irrelevant in some areas. If this happens, I predict even lower enrollments of students, particularly minorities. Such shortsightedness would then have restricted the educational access and achievement of nontraditional students.

A Jointly Registered Program in Early Childhood Education SUC Fredonia/CUNY Hostos Community College

Nancy M. Bowser and Mario Yepes-Baraya

SUC at Fredonia in cooperation with

Eugenio Barrios

Hostos Community College

The State University of New York College at Fredonia has enjoyed a long-standing reputation for providing transfer opportunities to graduates of the state's two-year institutions, having developed over one hundred formal articulation agreements with SUNY community and agricultural and technical colleges over the past ten years. The current venture with Hostos Community College represents our first effort to establish a linkage with a CUNY college and is perhaps our most ambitious to date. Developed through funding provided by both the State Education Department and the State University Chancellor's Venture Fund, the proposed jointly registered program in elementary education will help both schools realize institutional goals of providing access opportunities for minority students and more culturally diverse campus communities.

Fredonia has been actively working toward diversifying the cultural climate on our campus. We have committed ourselves to doubling our minority student population by the 1991-92 academic year and are not prepared to accept the perception that it is impossible to attract students of color to the "outback" regions of Western New York. Progress has been made within our own geographic area, through articulation arrangements with Erie Community College and Monroe Community College; but we need to do more. We need to develop additional linkages that will ensure a continued influx of qualified students.

Some have questioned the logic of reaching all the way to Bronx, New York to achieve this. Why Hostos? The overwhelming source of both potential supply and demand for minority teachers within New York State is in New York City. The City of Buffalo has a substantial minority population and we, along with Buffalo State College, are developing jointly registered teacher education programs with Erie Community College to serve that population. However, the attraction for Buffalo residents of pursuing upper division study in teacher education at Buffalo State College within a commuter budget has not escaped us, and the scale of the

opportunity in New York City is inescapable. President Donald MacPhee at Fredonia made some preliminary inquiries with a number of metropolitan institutions and President Isaura Santiago of Hostos responded with interest. It is essential that both schools in a jointly registered program have a vested interest in developing an agreement, and several meetings between Fredonia and Hostos campus representatives have convinced us that the proposed program is important to both schools. Hostos Community College students are looking for opportunities to complete their teacher education programs and Fredonia is pleased to accommodate them.

Second, the academic programs of both schools will facilitate the advising and transfer process. Students pursuing the AA degree in Early Childhood Education at Hostos will be well prepared to take upper-division courses upon transfer to Fredonia. The Hostos program is rich in liberal arts courses, many with emphasis on cultural diversity, and the students will come with excellent field experiences in their first two years. In fact, our programs fit so well that the programmatic outline that often becomes a battle field for cooperative ventures is the least of our concerns. Therefore, instead of dwelling on the academic programs, I would like to turn to those aspects of our proposed program dealing with the student support services that we believe will provide the essential foundations for a successful partnership between Fredonia and Hostos.

When we first began discussions with representatives from Hostos, it became clear that the two main concerns Hostos students have are financial and personal. Let me speak to the personal concerns first. Hostos students want to be assured that there will be a "place" for them at Fredonia - a community of support that will help ensure their success. Many of the students pursuing a degree in Early Childhood education are single parents - mostly women - who have concerns about housing, and about the schools and child care available for their children.

Fredonia is adjacent to the city limits of Dunkirk, where Hispanics make up 21 percent of the population.

The Hispanic community is very active in the area, and will provide a wonderful support community for the more nontraditional Hostos students. Similarly, there is a very active Hispanic Society on campus, providing a home for more traditional transfer students. The housing office at Fredonia will establish a group of suites in the residence halls that will provide housing for a group of upper-division, returning undergraduates from the Hispanic Society and the traditional transfer students admitted from Hostos. For the nontraditional Hostos students, there are several apartment buildings adjacent to the campus, some with infant child care facilities. Further, the college is fortunate to have an excellent day care facility on campus, which will provide full day care for pre-school children and an after-school program for school age children. Elementary and secondary schools in both Dunkirk and Fredonia will provide safe learning environments for older children.

Financial support will be available through the normal financial aid programs. In addition, Fredonia is actively pursuing external funding to assist students with travel and relocation expenses that would be unique to program participants. The Liberty Scholarship program,

available to students beginning in 1991-92, will coincide with the enrollment of the first group of Hostos students at Fredonia and should help provide the kinds of extra support needed. Further, both on-campus and off-campus employment opportunities are available to supplement financial aid awards.

As stated above, we don't wish to minimize the importance of academic programs and support services. Once again, Fredonia is rich in facilities that will assist the Hostos student. Fredonia has secured funding through the Chancellor's Venture Fund and our Center for Educational Studies has appointed an Hispanic faculty member who will coordinate the recruitment and academic advisement of Hostos students. Our nationally recognized College Learning Center will provide excellent tutorial support; existing Upward Bound and the Liberty Partnerships Program exemplify the extent of Fredonia's commitment to providing access to all students.

No doubt we will encounter unanticipated problems, though we have made every effort to prepare for them. The benefits to be realized through this exciting partnership are the incentive we need to overcome them.

Buffalo State College and Erie Community College: Efforts on Jointly Registered Teacher Education

Kathryn A. Moran

SUC at Buffalo

Continuing a pattern of collaborative efforts on many initiatives, Buffalo State College and Erie Community College, in May 1989, decided to pursue two Joint Teacher Preparation Programs so as to encourage minority student access to teacher training opportunities. This decision followed the successful negotiation of a now four-year-old Joint Admissions Program and the recent agreement between Erie Community College, Buffalo State and UAW-Ford to provide for the transfer of credits earned through apprenticeship programs at the Ford Motor Plant in Woodlawn, New York. Building on these previous successes and the State University of New York's climate of cooperation between two- and four-year schools, both schools decided to pursue a Joint Teacher Preparation Program in Secondary Education - Social Studies and a Joint Program in Elementary Education.

As background, Erie Community College is a two-year school that serves the Buffalo metropolitan region through a network of three campuses: North, South, and City campus. Serving over 12,000 students in over 70 programs, ECC, as it is known locally, prides itself on meeting the needs of a diverse clientele. Through its new cohort tracking system of thirteen variables, ECC has committed itself to monitoring the progress of its students, to help ensure their success. Buffalo State College (BSC), as an urban campus, finds itself in the unique position of having almost 40 percent of its undergraduates enter as transfer students. In addition, 25 percent of its students are enrolled in teacher education programs at the elementary or secondary level.

With a commitment to minority student access and success, BSC has the largest Educational Opportunity Program in the SUNY system and has numerous grants aimed at encouraging minority student access to higher education. Given the recent multiple changes in the elementary teacher certification requirements, the two schools decided to pursue first the Jointly Registered Teacher Preparation program in Secondary Education - Social Studies and then to use this as a model for

developing the Elementary Education Program. Initially we used SED's term, "Jointly Registered," but the local community interpreted that as implying that students would be registered at both institutions simultaneously, an arrangement we had rejected. Therefore, to clarify the agreement, we decided to modify the title to "Joint Teacher Preparation" Program.

Our process evolved as we went through the stages of negotiation. In the beginning we made some crucial decisions: (1) That both agreements would be with the Liberal Arts, Associate of Arts degrees at the City Campus and (2) that the successful model of Joint Admissions between the two schools would serve as the basic structure of the agreements. For ease of implementation, we also decided initially to be conservative in our approach to the Program by admitting only students with no prior college credit. From the start, a continuing collaborative process was incorporated, so that the two schools could review and amend the Program, as appropriate, once it was implemented. Due to the very structured General Education component at Buffalo State, Dr. Fordham proposed a detailed course sequence for the student to take at the two-year college.

It should be noted that the comparatively swift and smooth development of this program was due in large part to the enthusiasm and cooperative spirit of the ECC and BSC faculty and staff. Further helping was the strong commitment shown by the vice-presidents and deans of both schools. Their support enabled the planners to avoid some of the problems one could encounter in a collaborative venture such as this.

Because the Secondary Education-Social Studies Program was developed from our Joint Admissions Agreement, it differs in a number of ways from the other programs that have been described today. The agreement specifically spells out that this program is to encourage "African-American, Latino and Native American" students. As was mentioned earlier, the students must be first-time at ECC, with no prior college credit, and must

maintain continuous enrollment. At ECC, students who express interest will be interviewed and asked to submit a personal essay. Upon acceptance to the Secondary Education-Social Studies Program, the student will be sent a joint letter of admissions from the Directors of Admissions at both institutions. ECC will take the leadership in recruiting the target population and will develop appropriate brochures and materials.

It is important to point out that this Secondary Education-Social Studies agreement is a linkage between two existing programs, the Associate in Arts Degree, Liberal Arts and Sciences, and the Bachelor of Science Degree, Social Studies Education, 7-12. Students will complete 63 credits and will be awarded an ECC Associate in Arts Degree before continuing in the Program at BSC, where they will earn an additional 60 credits. One course in the Social Studies education sequence - - SST, Field Experience - - will be taught by BSC faculty at ECC.

Two coordinators will be named to oversee the program at each campus. It will be their responsibility to maintain continuous dialogue, to provide a special orientation/advisement session, and to monitor the necessary paperwork for the students. In addition, the coordinators will organize and advise a teacher preparation club which will provide speakers at ECC and then serve as a peer mentoring program when students subsequently move to BSC. To facilitate both this coordination and faculty-student contact, ECC has agreed to provide office space to the BSC faculty teaching on their campus. Something we believe to be unique is the arrangement that ECC coursework will explicitly appear on the BSC transcript. As with the Joint Admissions program, deadlines have been established for official

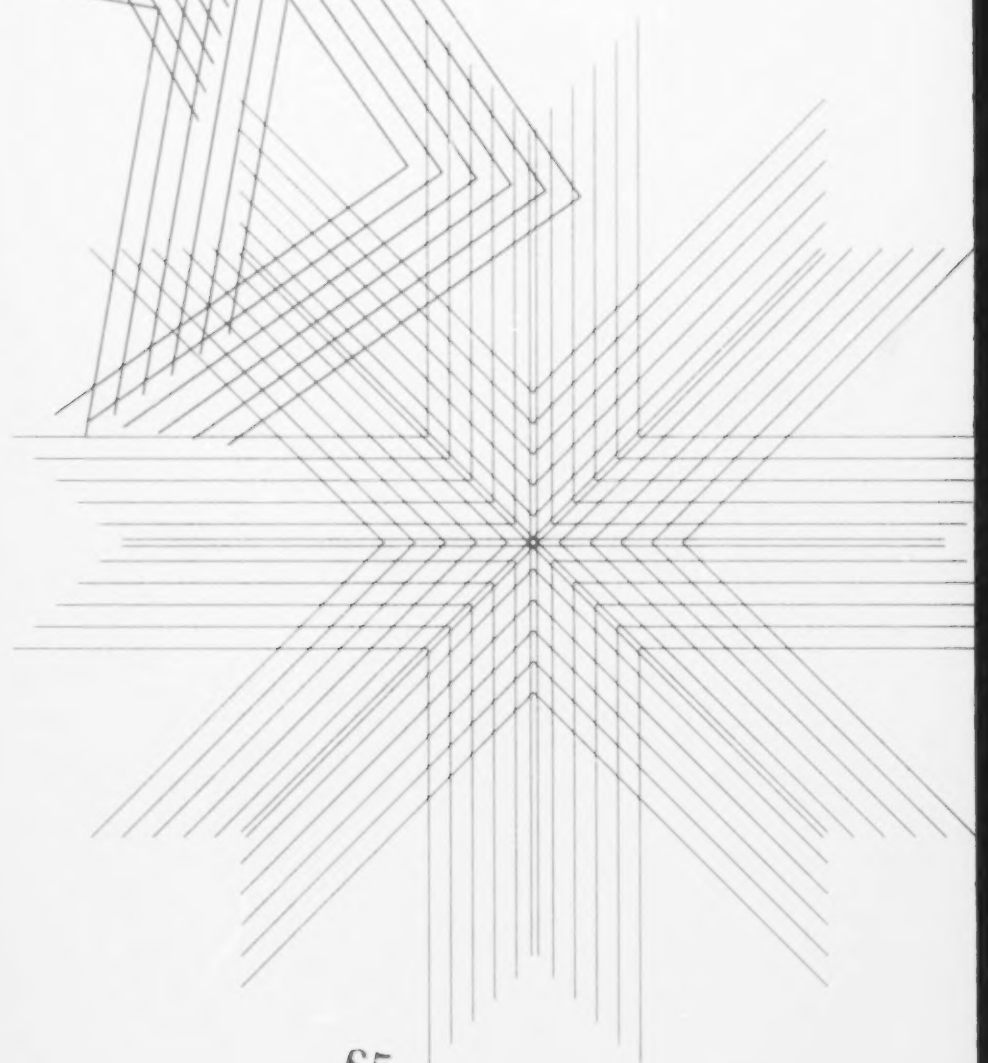
notification to intent to enroll at BSC; meeting these deadlines allows for a waiver of any deposit fee.

Review and monitoring of the program will be charged to a joint faculty administrative committee. Besides reviewing enrollment, recruitment and student progress, this group will also study teacher placements of graduating seniors. Such information will be used for recommending changes that the two schools might make to the original plans. The Joint Teacher Preparation Program in Social Studies Education 7-12, will be in effect on an experimental basis from September 1990 until June 1994. During this time the colleges and the joint committee will monitor its progress.

The program of most interest, however, continues to be Elementary Education. Complicating its implementation are the changes in the certification requirements, such as the 30 hour concentration in a discipline. BSC faculty are currently proposing changes in the general education sequence necessary to accommodate the new regulations. As soon as those proposals are accepted, six different articulation - type tracks will be developed. Together with the model provided by our Social Studies, 7-12, program, these curricula will be the basis of the Elementary Education-Joint Teacher Preparation Program, plans for which are expected to be completed later in the semester.

We have been fortunate to have high level commitment and dedicated faculty and staff throughout this endeavor. Without their assistance and cooperation, neither of these programs would be possible. We would be happy to share copies of our completed and inprocess agreements. Good luck in your own plans and thank you for your attention.

An abstract geometric pattern composed of numerous thin, black lines. The lines are arranged in several distinct groups: a set of parallel lines on the left, a series of nested, slightly offset rectangular outlines in the center, and a cluster of lines on the right that form a series of nested, elongated triangular or chevron shapes. The overall effect is a complex, layered composition of linear forms.



The Undertaking of a Jointly Registered Teacher Education Program: Some Observations and Conclusions

Veronica L. Skinner

New York State Education Department

The papers presented at the April 5 Conference indicate that the concept of jointly registered teacher education programs has found a receptive home in New York State. Denis Paul calls the creation of programs such as these "one of the more difficult and precarious undertakings in which institutions of higher education may engage"; yet these presentations describe the progress made by 21 colleges towards 11 distinct proposals for jointly registered teacher education programs. As Esther Rodriguez has pointed out, these programs will serve as models to other interested schools. Let us look at what these models, taken as a whole, have to say.

First; they suggest that - at least initially - the colleges most likely to attempt jointly registered programs will be those already possessing articulation agreements with another school. Of the 11 pairs of schools participating in this program, seven had pre-existing articulation agreements; another pair had had an agreement in the past; and yet another pair had a history of informal cooperation between the two schools. Possibly the existence of an articulation agreement indicates a higher than average willingness to work with another institution. Certainly the existence of an articulation agreement facilitates the development of a jointly registered program by providing a foundation on which to build.

These models, as described in the presentations, further indicate the importance of a strong commitment to the program. Again and again, the papers refer to the interest shown and support given by college deans, vice-presidents, and even presidents. Such administrative backing is required to achieve financial support and to enable necessary changes in college-wide policies to escape getting bogged down in a morass of red tape. And, of course, the support of the faculty is essential: it is the faculty members who must work in concert with others, must modify their own courses, and must become knowledgeable about the program as a whole so as to be able to give good advice to their students.

Paper after paper makes reference to the need for coherence. Each pair of schools with such an agreement must have the same (or at least equivalent) admissions standards for all students entering the program. They must also have a carefully worked out and *explicitly stated* sequence of required courses so that students can know from the start precisely which courses they need. Coherence here may take more than one form; for example, some courses at the two schools may be seen as comparable so that a transferring student may take them at either school, or the student may be required to take certain courses at the community college and certain others at the four-year school. The precise arrangement may vary from agreement to agreement; what is important is that the schools in each pair have requirements and curricula that cohere.

From the point of view of the two colleges, this coordination of requirements yields efficiency and a smooth transition from the two-year to the four-year school. From the student's point of view, it binds together his or her years at college. Christian Suggs pointed out that the jointly registered teacher education program should be "a single academic program"; even though the curriculum spans two schools, the student should be able to experience it as a single program.

Much of the program's coherence will stem from the planning done at the outset. It should not, however, be viewed as something that will take care of itself once the program is under way. The presentations therefore refer repeatedly to the need for continuous good academic advisement, something that presupposes ongoing communication about all of the facets of the program. Another continuing need is for the monitoring of the program and the collection of data - with the results to be reviewed by designated administrators and/or faculty and to be used as the basis for evaluation and possible modification of the program.

Implicit in this evaluation of the program and, indeed, in the initial planning of the program is the need for the college to look at itself objectively. All contemplated

changes should be based on a clear view of the school's strengths and weaknesses. Further, this view should not be egocentric: the school must be able to see itself and the program not just from the point of view of what *it* wants, but with the thought of how it can fit in with another school. Flexibility is a key word — flexibility based on clear vision.

Flexibility will be needed also in anticipating and preparing for the problems that may arise because of the program's target population. Recruitment of students may require additional outreach, and retention will entail attention to problems not experienced by more traditional college students. For example, one paper has indicated that financial aid may be necessary for relocation expenses as well as for academic expenses. Several papers have touched on the problems that will face many of these students: the need to provide schools, child care, and health services for their family, and -- not surprisingly -- the need of emotional support for themselves. To retain these students, schools may have to extend their counseling programs well beyond the traditional areas of financial and academic. Further, because of these problems, not all of the students in this program will be able to earn a baccalaureate in the traditional four years; schools should recognize this fact and be flexible in their expectations about the time needed for students to complete their degrees.

Schools feeling some trepidation as they begin this program can derive some comfort from the reminder that they do not have to dive completely into it. Two of the joint registration programs are starting out, at least, as limited -- the Pace University and Manhattan Community College program starting with only 10 students, and the SUC Buffalo and Erie Community College agreement limiting eligibility to students with no prior college background. Thus it is possible for colleges to get their feet wet, so to speak, before totally immersing themselves.

As mentioned earlier, Esther Rodriguez has said that these programs will serve as models; and indeed they do, for the papers describing them present a wealth of information on how to plan and implement a jointly

registered teacher education program. No single program, however, can appropriately be cited as *the* model to be followed. To be sure, in all jointly registered programs, certain things have to be done and certain others avoided. These requirements are laid out in the Commissioner's Regulations for registration of teacher education programs and in the Department's guidelines for jointly registered programs; all of the programs described here were developed within these parameters. But each program has unique characteristics, suited to the specific schools involved, their individual faculties, the resources that are available, and the students who are to be served. And each pair of schools undertaking a program will find that the existing programs offer not a pattern to be followed in all its details, but one to be followed creatively, with changes made and finishing touches added to suit the colleges involved. The basic outline of the pattern shows what *has* to be done but, as important, the pattern indicates a range of problems that may arise and some of the ways of dealing with them -- and it highlights those qualities that are necessary for the undertaking to succeed.

In his presentation, Michael A. Balas has summed up what he believes necessary for joint registration to succeed and has presented it under the rubric of what he calls three "virtues": commitment, flexibility, and specificity. The papers presented at the April Conference show the presence of these "virtues" in the 11 agreements that are being negotiated and thus suggest that help is on the way for community college students who wish to become teachers. And, as Esther Rodriguez points out, minority students constitute a large part of the community college population and many of these students do not transfer to four-year schools. This transfer point, then, is a place where many minority prospective teachers are lost -- and it is this vulnerable point that joint registration hopes to bridge. The success of jointly registered teacher education programs, then, would in the short run benefit minorities and, in the long run, benefit society as a whole.

Appendix A

**New York State Education Department
Ford Foundation
State Higher Education Executive Officers Association**

**Invitational Conference on Developing Jointly Registered Teacher Education Programs
To Improve Minority Baccalaureate Achievement**

April 5, 1990

Empire State Plaza - Meeting Room 4

Agenda

9:00 - 9:30 a.m. Registration—Northeast Gallery

9:30 - 9:45 a.m. Welcome—Meeting Room 4

Donald J. Nolan

Deputy Commissioner for Higher and Continuing Education
State Education Department

9:45 - 10:00 a.m. Conference Introduction and Background

Denis F. Paul

Assistant Commissioner for Higher Education Academic Review
State Education Department

Mike Van Ryn

Assistant Commissioner for Higher Education Services
State Education Department

10:00 - 10:30 a.m. Developing Jointly Registered Teacher Education
Programs to Improve Minority Baccalaureate Achievement

Moderator

Mike Van Ryn

Assistant Commissioner for Higher Education Services
State Education Department

Speakers

J. Carter Rowland

Acting Associate Provost for Undergraduate Education
State University of New York

- 10:00 - 10:30 a.m.**
continued
- Christian Suggs**
Program Director for the Office of Academic Affairs
City University of New York
- 10:30 - 12:15 p.m.** Models of Jointly Registered Teacher Education Programs within
The City University of New York
- Moderator
Denis F. Paul
Assistant Commissioner for Higher Education Academic Review
State Education Department
- Speakers
Kingsborough Community College/Brooklyn College
Philip Stander
Chairperson of Behavioral
Science and Human Services
Kingsborough Community College
- Karel Rose**
Assistant Dean, School of Education
Brooklyn College
- Queens College/LaGuardia Community College
Sydney Schwartz
Professor, Department of Elementary and
Early Childhood Education
Queens College
- Lily Shohat**
Assistant Professor, Department of Social Science
LaGuardia Community College
- Bronx Community College/Lehman College
Jacqueline B. Stuchin-Paprin
Chairperson, Department of Special Educational Services
Bronx Community College
- Thomas K. Minter**
Dean, Office of Professional Studies
Lehman College
- New York City Technical College/City College
Ronald W. Holloway
Dean, Engineering and Technology
New York City Technical College
- 12:15 - 1:30 p.m.** Luncheon—Meeting Room 6
- Speaker
Esther Rodriguez
Director of Special Programs
State Higher Education Executive Officers

- 1:30 - 2:15 p.m.** **Meeting Room 4**
Models of Jointly Registered Teacher Education
Programs Involving Public and Independent Institutions
- Moderator
Kevin P. Reilly
 Director, Division of Academic Program Review
 State Education Department
- Speakers
- Pace University/Borough of Manhattan Community College
Kate Griffin
 Assistant Dean, School of Education
 Pace University
- Sadie Bragg**
 Associate Dean of Academic Affairs
 Borough of Manhattan Community College
- Suffolk Community College/Nassau Community College/Long
 Island University
Carol A. Paul
 Vice-President for Academic Affairs
 Suffolk Community College
- Michael A. Balas**
 Associate Dean
 Nassau Community College
- 2:15 - 3:45 p.m.** **Models of Jointly Registered Teacher Education Programs**
Within the State University of New York
- Moderator
Zelda J. Holcomb
 Coordinator, Structured Minority Access Programs
 State Education Department
- Speakers
- SUC Brockport/Monroe Community College
Donald Johnson
 Chair, Department of Education and Human Development
 SUC Brockport
- Edward F. Lennert**
 Assistant Vice-President for Academic Affairs
 Monroe Community College

2:15 - 3:45 p.m.
continued

Hudson Valley Community College/SUC Oneonta

Linanne Sackett

Vice-President for Academic Affairs
Hudson Valley Community College

Walter vom Saal

Vice-President for Academic Affairs
SUC Oneonta

SUC Fredonia/Hostos Community College

Nancy M. Bowser

Director of Academic Advising
SUC Fredonia

Mario Yepes-Baraya

Assistant Professor of Education
SUC Fredonia

Erie Community College/SUC Buffalo

Kathryn A. Moran

Assistant Dean, Undergraduate Studies
SUC Buffalo

3:45 - 4:00 p.m.

Concluding Remarks

Mike Van Ryn

Assistant Commissioner for Higher Education Services
State Education Department

Please complete evaluation form and put in box provided.

Conference Coordinator

Ann Marie Haase
Associate in Higher Education

Conference Secretaries

Bettyann Welling - Principal Stenographer
Francine Beers - Keyboard Specialist
Jennifer Sutton - Keyboard Specialist

Appendix B

The University of the State of New York
The State Education Department
Office of Higher and Continuing Education

FORD/SHEEO
Developing Jointly Registered Teacher Education Programs to
Improve Minority Baccalaureate Achievement

Thursday, April 5, 1990

Empire State Plaza, Meeting Room 4

CONFERENCE EVALUATION SHEET

Please assist us in evaluating the conference by indicating your responses and comments below.

1. Rate each session/address by circling your response. (Sequence follows order of agenda.)

Scale: 4-Excellent 3-Good 2-Fair 1-Unsatisfactory 0-Did not attend

		Scale (Circle your response)				
a. Developing Jointly Registered Teacher Education Programs to Improve Minority Baccalaureate Achievement.....	4	3	2	1	0	
b. Developing Jointly Registered Teacher Education Programs Among CUNY Institutions.....	4	3	2	1	0	
c. Luncheon Speaker	4	3	2	1	0	
d. Developing Jointly Registered Teacher Education Programs Between Public and Independent Colleges	4	3	2	1	0	
e. Developing Jointly Registered Teacher Education Programs Among SUNY Institutions	4	3	2	1	0	

2. Overall, did the topics and sessions meet your needs and interest?
(Circle your response)

Yes, all (4) Most (3) Some (2) None (1)

3. What specific topics or sessions did you find most useful?

4. Which specific topics or sessions were least useful?

5. What topics, if any, do you feel should have been addressed at the conference, but were not?

6. Do you have any comments or suggestions on how the conference might have been improved?

Thank you for attending the conference and taking time to complete this form. *Please leave the evaluation form in the designated box before you leave.*

If you were unable to complete the form at the conference, please complete and return to:

Ann Marie Haase
Office of Higher Education Services
CEC 9D37
New York State Education Department
Albany, New York 12230

Appendix C

FORD/SHEEO

Developing Jointly Registered Teacher Education Programs to Improve Minority Baccalaureate Achievement

CONFERENCE EVALUATION

N=46

1. Each session/address was rated by circling a response. (The scale was 4 - Excellent, 3 - Good, 2 - Fair, 1 - Unsatisfactory, 0 - Did Not Attend.)		4	3	2	1	0	
a. The Importance of Developing Jointly Registered Teacher Education Programs to Improve Minority Baccalaureate Achievement	N	18	23	3	-	2	
	%	39	50	6		5	
b. Developing Jointly Registered Teacher Education Programs Among CUNY Institutions	N	12	24	8	-	2	
	%	26	52	17		5	
c. Luncheon Speaker	N	18	21	6	-	1	
	%	39	46	13		2	
d. Developing Jointly Registered Teacher Education Programs Between Public and Independent Colleges	N	11	27	5	1	2	
	%	24	59	10	2	5	
e. Developing Jointly Registered Teacher Education Programs Among SUNY Institutions	N	15	21	3	1	6	
	%	33	46	6	2	13	
		4	3	2	1	0	
2. The topics and/or sessions met needs and expectations. (The scale was 4 - All, 3 - Most, 2 - Some, 1 - None.)		N	11	26	9	-	-
		%	24	56	20		
3. Specific topics and/or sessions found most useful.							

Most respondents (35 out of 46) indicated one or more sessions were useful to them. Specific institutional presentations noted were: SUC Oneonta and Hudson Valley Community College; SUC Fredonia and Hostos Community College; SUC Buffalo; New York Technical College; and Nassau Community College and Suffolk Community College. Presentations by individuals cited were: Denis Paul, Christian Suggs, Mike Van Ryn, Carter Roland, and Esther Rodriguez. Specific topics of interest mentioned were: honest discussion of difficulties; discussion of student support, advisement, career interests and prospects; the question and answer period; discussion of the concept of articulation and transfer of credits from proprietary or other nonpublic institutions; handouts; and the discussion of the process of program development.

4. Specific topics and/or sessions found least useful.

Eighteen (37 percent) of the respondents to the evaluation answered this question. Six indicated the panels were redundant—with too many presenters saying the same thing, presenting overviews of each program, and presenting “public relations” information rather than focussing on issues. Another found the focus on the rigidity of program requirements least useful. He/she indicated creative approaches to serving students and developing programs would have been more helpful. Others indicated that the least useful topics or sessions were: the lecture presentations; the Queens/LaGuardia and SUNY presentations, the public/private model presentations, and some of the remarks of the luncheon speaker.

5. Topics that should have been addressed but were not.

Twenty-six persons (57 percent) of the 46 respondents commented. The individual comments could be summarized into five major categories:

- a. More knowledge about each program
- b. Minority recruitment issues
- c. State Education Department involvement
- d. Local school commitment
- e. Presentation suggestions

a. *More knowledge about each program*

Many of the respondents indicated they wanted to know more about the technical details of the agreements, such as the number of education courses required; the extent of student support services; how colleges dealt with transcripts; an estimate of costs in developing and running programs; the establishment of standards; how colleges initiated inter-institutional relationships; the definition of program success and how it was measured; and how students felt about the program.

Other respondents wanted information on nontraditional models, the commonalities among problems, and how colleges redefined the goals of teacher education (if necessary).

b. *Minority recruitment issues*

Some respondents wanted information about methods of recruiting minorities into teacher education programs, which would include how to access inner city pools of eligible applicants; methods of funding to help colleges and minority students to become involved; and an estimate of cost for recruiting and retaining and helping minority students find teaching positions.

c. *SED involvement*

A few respondents wanted information on the new teacher certification regulations and how colleges were dealing with them, especially as regards to this program; what SED's approval process and timeline is for this program; and identification of financial resources to make the programs work.

d. *Local school commitment*

Some respondents were interested in the availability of teaching positions and salary levels for minority graduates. Others wanted a discussion concerning how to enjoin local schools to commit to hiring minority teachers.

e. *Presentation suggestions*

Many respondents suggested they would like more time for open discussion and working sessions. Also, some wanted specific written examples of the programs and the actual proposals of the participants.

6. Additional comments and suggestions on how the conference might be improved.

Twenty-six persons (57 percent) out of the 46 respondents commented. The comments and suggestions expressed could be classified into three basic groups.

- a. Speakers/content
- b. Logistics of presentations
- c. Logistics of conference

a. *Speakers/content*

Twenty-six persons (57 percent) out of the 46 respondents commented. The comments were individual observations by the participants. These included: the moderator should provide an analysis of an issue that may be germane to a particular set of models; presenters should specifically address how the models decrease obstacles to minority students' participation, retention and graduation; more variety in approach is needed, such as analysis of curriculum, and teacher achievement with the minority population; presentations should be monitored beforehand to reduce the repetition of the topics covered; participants should be sent a brief list of questions and issues to ponder before the conference as a way of preparing them to think critically about issues; and a direct discussion of the issues would have been more helpful than recitation of specific details which would be far better presented in a typed list.

b. *Logistics of presentations*

Respondents indicated that they would like more time for informal interaction to share information with their colleagues. Others suggested there be more small group discussions, more time for questions and more time between program segments. Others indicated the conference was too long.

c. *Logistics of conference*

Many respondents complimented the organizers for a well-organized conference. They commented on the attention to detail, correctly spelled name tags, well-developed information folders, helpful handouts, a clear effort to stay on schedule, and recognition of staff behind the conference.

Others indicated the conference should be held at another time so more people could attend, and State legislators should be invited, especially those involved with SUNY funding.

Appendix D

THE UNIVERSITY OF THE STATE OF NEW YORK The State Education Department Albany, New York 12230

FORD/SHEEO Statewide Invitational Conference

April 5, 1990

Developing Jointly Registered Teacher Education Programs To Improve Minority Baccalaureate Achievement Participants

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Appendix E

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FORD/SHEEO Statewide Invitational Conference

April 5, 1990

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